

DEVELOPMENT AND VALIDATION OF GUIDELINES
FOR AN INSERVICE TRAINING PROGRAM
FOR SUBSTITUTE TEACHERS IN THE STATE OF FLORIDA

BY

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Abstract of a Dissertation Presented to the Graduate School
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By

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Chairman: Dr. James A. Hale

Major Department: Educational Administration and
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The purpose of the study was to develop guidelines and validate specific objectives for inservice training programs for substitute teachers in the state of Florida. To accomplish this purpose, analysis of information contained in the literature led to the development of guidelines for the desired program. These guidelines were summarized in a questionnaire with a Likert scale as a measurement device, field-tested, and mailed to each of the 67 school districts in the state for validation. These districts had been divided into four categories by size of student population.

The guidelines contained three components, which included 22 specific objectives. Component I was designed to provide prospective substitute teachers information to identify school district policies, practices, and procedures implemented in the administration of each district's substitute teacher program. Component II was designed to enable substitute teachers

to obtain or reinforce specific techniques and competencies for effective teaching. Component III was designed to provide substitute teachers with an overview of district approved curricula. A fourth aspect of the questionnaire requested selection of preferred administrative applications of the guidelines.

Eighty-eight percent of the mailed questionnaires were returned and analyzed by subjecting the data to the substantive theory approach. This analysis provided the following results:

1. There existed numerous differences in the implementation of inservice training programs when analyzed by school district size.
2. The component most agreeable to all size-grouped districts was Component II, reinforcement of teaching skills.
3. The component least agreeable to all size-grouped districts was Component III, overview of district approved curricula.
4. The administrative application most preferred was that successful completion of the inservice training components would be required of substitute teachers new to the district.

Resulting from these findings, the following recommendations are made:

1. Additional information should be gathered to study the impact of inservice education for substitute teachers on continuity of instruction.
2. Research should be conducted to determine if there exists a better alternative to the use of substitute teachers.
3. A national study should be conducted on substitutes relative to cost, effectiveness, recruitment, selection, organization, and trends.

CHAPTER I INTRODUCTION

One of the goals of school administration is to provide the best possible instructional and learning environment for teachers and students. Efficient administration requires advanced planning in order to assure that optimum conditions prevail, even under various extenuating circumstances and emergencies. Absence of the regular classroom teacher is such an emergency, and it remains the responsibility of school administrators to ensure that continuity of instruction is maintained. The uniform quality of instruction is more likely to be maintained if the substitute teacher program is organized and administered properly. One of the most important aspects of the administration of any substitute teacher program is preparation of the substitute teacher before he or she enters the classroom. According to reported literature, this preparation can be achieved by various methods including inservice training, use of a substitute teacher handbook, establishment of an orientation program, or a combination of these. Studies of substitute teacher programs (Durkin, 1965; Educational Research Services Inc., 1977; Schenck, 1983) recommend inservice training as the method yielding the greatest return for the investment of school district resources. However, due to complexity of administration of such a program, it has been the method least used by local education agencies.

Statement of the Problem

The problem of this study was to develop guidelines and validate specific objectives for inservice training programs for substitute teachers to be utilized by public school districts.

Specific aspects of the study were to

1. Review professional literature and reported studies on policies and practices of substitute teacher employment.
2. Review professional literature and reported studies on inservice training of substitute teachers.
3. Review school districts' policies and practices of substitute teacher employment in the state of Florida.
4. Develop guidelines for inservice training programs for substitute teachers, based on a review of professional literature and reported studies and on Florida school districts' policies and practices.
5. Develop, from the literature reviewed, suggestions for the preferred administrative application of inservice training programs for substitute teachers.
6. Assess the need for and relative adequacy of the program objectives developed, relative to size of school district enrollments.

Design of the Study

The design of the present study was that of a descriptive content analysis aimed at the development and validation of guidelines for inservice training programs for substitute teachers.

Further, this study employed survey research as a method for validation. A mailed questionnaire with a Likert scale as a measurement device was chosen as an instrument of validation because, after careful consideration of other possibilities, it was found to be the most efficient, beneficial, and practical method to poll all of Florida's 67 school districts, which are geographically and culturally diverse.

Procedures

This section will contain a narration of the procedures and methods of data collection, the analysis utilized to develop guidelines for inservice programs for substitute teachers, and the processes utilized to validate resulting criteria.

Summary Outline of Procedures

Implementation of the procedures was divided into three phases. The first phase involved a search and review of targeted literature. The second phase comprised the analysis of information reported in the literature, which led to the development of guidelines for inservice training programs for substitute teachers. The specific objectives portion of the guidelines was summarized in a survey questionnaire which was developed by the author and field-tested in a small and in a large Florida school district. The rationale for the field-testing was to establish the adequacy of survey content and the efficacy of its administration. The third phase consisted of the validation of these specific objectives by distributing the field-tested questionnaire to Florida's 67 school districts. Included in this last phase were an analysis of data and a report of the findings

of the questionnaire regarding adequacy of specific objectives generally and an analysis of their adequacy by size of school district enrollment. Table 1 depicts the relationship between the specific aspects of the study, the procedures, and the location of the reported results. Figure 1 summarizes the steps taken.

Search and Review of Literature

Computer searches of three data bases were made by this researcher. These data bases included the Educational Resources Information Clearinghouse (ERIC), Social Sciences Search, and Comprehensive Dissertation Abstracts. The following specific topics were researched:

1. Policies and practices of substitute teacher programs in school districts throughout the United States.
2. Inservice training programs for substitute teacher programs.
3. Policies and practices of substitute teacher programs in the state of Florida.

Treatment of Data

The professional literature and data from reported related studies reviewed during this search were organized and combined to give a comprehensive overview of the needs, policies, practices, and procedures of substitute teacher programs. The summary of findings was organized by major headings and is reported in Chapter II.

Method of Analysis

The analysis of the information reported in the related literature was performed by subjecting the data to the substantive

Table 1

Relationship Between Objectives of Study, Procedures, and Location of Reported Results

Objective (Specific Aspects of the Study)	Procedure	Where Reported in Study
1. Review literature available on policies and practices of substitute teachers nationally.	Phase I Search and review of related literature	Chapter II
2. Review literature available on inservice training of substitute teachers nationally.	<u>Phase I</u>	Chapter II
3. Review school district's policies and practices of substitute teacher employment in the state of Florida.	<u>Phase I</u>	Chapter II
4. Develop guidelines for inservice training programs for substitute teachers, based on review of reported studies and on Florida's school district policies and practices.	Phase II Analysis of data found in the literature; development of guidelines; development of survey instrument for subsequent validation of specific objectives.	Chapter III

Table 1

Continued

Objective (Specific Aspects of the Study)	Procedure	Where Reported in Study
5. Develop, from the literature reviewed, suggestions for the administration of inservice training programs for substitute teachers.	<u>Phase II</u>	Chapter III
6. Assess the need for and relative adequacy of the program objectives developed, relative to size of school district's enrollment.	<u>Phase III</u> Validation of specific objectives derived from responses to a survey of Florida's school administrators directly involved with substitute teachers and inservice programs.	Chapter IV

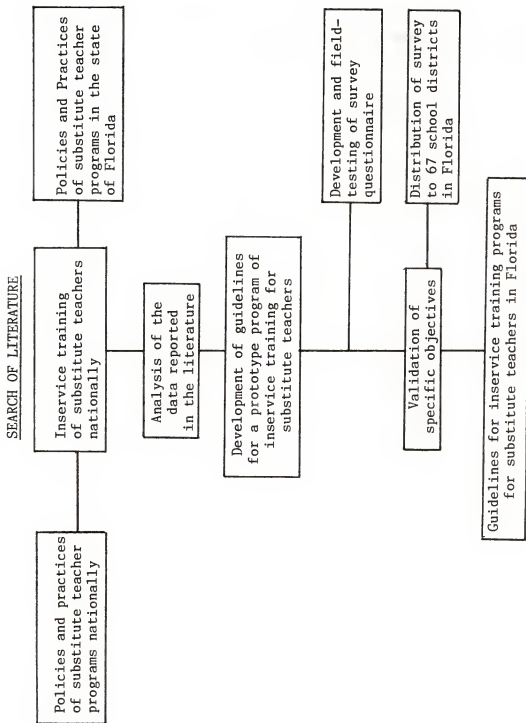


Figure 1. Procedural Development of the Study

theory approach (Glaser and Strauss, 1965). This approach was found to be the best suited for this field study because the data involved in the research were mostly qualitative in nature. Glaser and Strauss define substantive theory as "the formulation of concepts and their interrelation into a set of hypotheses for a given substantive area. . . based on research in the area" (p. 5). Further, through the substantive theory approach, fragmented information which may at first seem unrelated becomes integrated to form basic categories and significant hypotheses which in turn create a central analytical framework. In the case of the present study, an understanding of the related literature and research assisted the researcher in formulating the guidelines for inservice programs, which resulted from scrutinizing and analyzing the qualitative data in the literature in order to generate the specific objectives for practitioner validation.

Operationally, the analysis of the qualitative data involved categorizing and classifying stated needs, events, policies, practices, units, people, groups, relationships, content, and structure of successful and unsuccessful inservice programs, recorded administrative experience, and other qualitative data available on substitute teachers. Fragments of information were organized and synthesized. The categories resulting from the organization of the qualitative data were again analyzed by successive refinement until the central framework (the guidelines for inservice programs) was established. The survey questionnaire utilized for validation of the study was developed and field-tested in June, 1984, by sending the survey to a large and a

small Florida school district. This procedure established adequacy of content and process relative to the survey. Once such adequacy was established, the final instrument was printed. These activities completed the second phase of the study; its results are reported in Chapter III.

Validation of Specific Objectives

Since substantive theory is grounded on analysis of qualitative data, validation of the resulting framework was performed by this researcher as the third phase of the study. The process of validation involved mailing a survey instrument to those persons responsible for substitute teacher programs in all 67 school districts in the state of Florida.

Preliminary telephone calls were made during the month of May, 1984, to each of the 67 districts, in order to ascertain or confirm the name of the proper recipient of the survey instrument. The information obtained from these telephone calls included the name, title, office address and telephone number of the person responsible for the administration of the substitute teacher program in each district.

A letter of endorsement by the Graduate Coordinator of the Department of Educational Administration and Supervision of the College of Education of the University of Florida and an introductory letter from the researcher accompanied the survey instrument utilized in this study and were mailed to each district during the month of June (see Appendix A for endorsement letter and Appendix B for introductory letter).

The introductory letter elicited the aid of each district. It also notified each of the districts that cooperation was vital for the completion of this study. After four weeks, a second telephone call was made to the non-responding districts to determine if a survey had been received. If a survey had not been received by the district, a second but identical instrument was mailed to the non-responding school districts. Only the introductory letter by this researcher was changed to indicate the nature of the duplicate mailing. A sample of the second letter is located in Appendix C. Ten days following this second mailing, a telephone call was made to verify its receipt. If the survey instrument was received as a result of this second mailing, a rapid response was then encouraged. However, if the non-responding school district had in fact received the questionnaire on the first mailing, but failed to respond, the second telephone call to that district encouraged them to do so. A second survey instrument, marked "duplicate", was nevertheless mailed to reinforce the need for a response. After two weeks, a third and final mailing to school districts not yet responding to either of the first two requests was made and telephone calls were repeated. No further attempt for additional responses was considered practical. The third mailing, accomplished during the last two weeks of August, 1984, contained a second revision of the researcher's introductory letter. A copy of the third letter is included as Appendix D of this study.

Of the 67 survey instruments initially mailed, 31 were returned within the first four weeks. This rate of return was 46%

of the total mailing. In the second mailing of 36 survey instruments, 18 were returned, for a revised rate of return of 73% of the total mailing. In the third and final mailing, 18 survey questionnaires were sent to those school districts whose responses had not yet been received. That third request resulted in ten additional returns. Total returns by district size were 15 from the large school districts, 14 from the medium school districts, 14 from the small school districts, and 16 from the very small school districts. Therefore, of the total population of 67 districts, 59 were returned and 53 were usable, for a final rate of return of 88%. This compares with the ERS (1977) rate of return of 42% (p. 6). Forty-six of the responding districts requested the results of the study.

An alphabetical listing of the total population utilized in the validation phase of this study is found in Appendix E. Non-responding school districts are so noted.

The Survey/Validation Instrument

The survey instrument consisted of a summary of the specific objectives for inservice programs developed and field-tested by this researcher as a result of the second phase of the study. A Likert-type scale was supplied for each objective of each training component and the 67 school district administrators responsible for the substitute teacher program were asked to evaluate those objectives and selected administrative issues on the basis of their districts' needs. The Likert-type scale, a summated rating scale to ascertain degrees of need in the 67 districts, was selected for use in the validation survey instrument because it

was simple to develop and to administer. According to Kerlinger (1973), a summated rating scale (one type of which is the Likert-type scale) is one of three major types of attitude scales. The Likert scale is a set of items, all of which are considered of approximately equal value and to each of which subjects respond with degree of agreement or disagreement (intensity). The scores of the items of such a scale are summed to yield an individual's score. The purpose of the Likert scale is to place a response somewhere on an agreement continuum. Subjects can agree or disagree moderately or strongly with each individual item. The main advantage is that greater variance results (Kerlinger, 1973). In the present study, the degrees of need expressed by each district administrator were important, as they aided the validation of the adequacy of the specific objectives by district size. Again, as Kerlinger states

Of the three types of scales, the summated rating scale seems to be the most useful in behavioral research. It is easier to develop, and . . . yields about the same results as the more laboriously constructed, equal-appearing interval scale. (p. 499)

A copy of the survey instrument used for validation of the objectives is included as Appendix F of this study.

Validation Results

The results of the validation of the specific objectives yielded a measure of the need for including these objectives of inservice programs on an individual district basis. The respondent districts were divided into large, medium, small, and very small, according to their reported 1982-83 student population. In order to effect this division without burdening the

respondent of the survey, such demographic statistics were obtained from Volumes I and II of the Annual Report of the Commission of Education, Division of Public Schools, 1982-83, and are listed in Appendix E. The responses of the districts, divided in that manner, are reported in Chapter IV of this study.

Lastly, Chapter V will present a summary of the study, conclusions, and recommendations for further study.

Delimitations and Limitations

This study was confined to the development of effective inservice training programs for substitute teachers based on qualitative research and validation of the specific objectives within the 67 public school districts in the state of Florida. The study included nationwide perspectives on the issues reviewed, but it focused primarily on needs identified in Florida's school districts.

The validity and applicability of these guidelines was limited, therefore, to the state of Florida. No generalizations to similar populations in other parts of the United States were made by this researcher. The potential for applicability of the guidelines for inservice programs to other states would depend upon similarity of variables, such as characteristics of substitute teachers, student populations, administrative policies and practices, and individual districts' needs. Replicability of various aspects of this study, especially the validation phase in each state considering the specific objectives for inservice programs described herein, would be called for to insure the relevance of the guidelines in other states. The guidelines for

inservice programs developed and the specific objectives validated in the present study were pertinent only to substitute teachers in public school districts, and cannot be generalized to other teacher populations.

Justification

The amount of scientific research related to substitute teacher training was found to be extremely limited. However, educational journals such as the Phi Delta Kappan and the National Association of Secondary School Principals Bulletin provided material regarding several aspects of substitute teacher programs. Mason's (1968) research revealed that

The review of the literature shows that although substitute teacher service has been the subject of articles, particularly in the professional journals, since mid-century, the material is descriptive, discussional, and/or opinionated rather than fact-finding and interpretative in nature. (p. 17)

As early as 1934, L. C. Bryan mentioned "There is one phase of school organization and administration which has been seriously neglected -- that pertaining to the problems of substitute teaching" (p. 18). Nearly forty years later, Hartung (1972) said basically the same thing: "One of the most neglected groups of personnel in our public schools are the substitute teachers" (p.5). Drake (1981) said it differently

While countless facts of today's educational process are being improved, the problem of substitute teaching remains largely ignored. This writer contends that the typical substitute teacher program retains antiquated stop-gap measures of little value to a school. (p.74)

Bear and Carpenter (1961b) concluded that

Substitute teaching represents one of the serious weaknesses in American education. Very few school

systems have developed well-coordinated efforts to ensure that the quality of instruction will remain high during the regular teacher's absence. (p.16)

The same authors later stated that ". . . the administrative personnel in each school system needs to take the initiative in instituting any program of improvement" (Bear & Carpenter, 1961a, p. 39).

Studies on the problem resulting from the absenteeism of the regularly scheduled teacher have been conducted on various levels and in different regions. However the variety, a common denominator is that the rate of absenteeism is increasing. McIntire and Hughes (1982, p. 702) found that the average student spends seven days out of every school year with a substitute teacher. That converts to 84 days or nearly one-half of a school year, during the first twelve years of schooling. Bundren (1974) studied selected districts in Illinois, Indiana, Nevada, and California. His study found that

1. absenteeism among all teachers increased after the enactment of collective bargaining legislation,
2. the highest rate of absenteeism occurred the day before and the day after a weekend, thus allowing the teacher to enjoy both an extended weekend and a shortened workweek, and
3. demographic factors, including age, gender, salary, continuing contract or tenure status, and marital status, have no significant influence on the rate of absenteeism.

Therefore, with increased absenteeism among the regularly scheduled classroom teachers, an increase in knowledge about the issues related to teacher absenteeism is necessary. The bulk of

recent literature on the subject of substitute teachers (Esposito, 1975; Rudall, 1981; Collins, 1982) is related to the role of the substitute teacher in the absence of the regularly scheduled teacher. Unfortunately, the literature either ignores or only briefly discusses the administration of the substitute teacher programs, especially the processes of recruiting, hiring, and training the best qualified individuals available for the position of substitute teacher.

One of the earliest studies, Connors' 1927 survey of the existing practices of school districts regarding the substitute teacher, provided data from which recommendations have been made to improve the administration of the system of substitute teacher utilization in the existing environment. In two subsequent studies similar to Connors' (Baldwin, 1934; Turner, 1952) there was agreement with his conclusions. In more recent studies (Durkin, 1965; Mason, 1968), greater emphasis was placed on data collection and comparisons with other studies. The intent was to subsequently develop a useful format, such as a handbook for substitutes or a guide for administrators. As noted above, Bear and Carpenter (1961b) steadfastly held that administrators were guilty of not providing continuity of instruction during the absence of the regularly scheduled teacher. Heckman (1971) agreed. His study of substitute teacher policies and practices in Pennsylvania recommended that the legislature, and not the responsible administrators, should create policy directly related to the administration of the substitute teacher program. In 1982, the Florida legislature did just the opposite when it reversed

itself and assigned direct responsibility for such a program to the individual school districts.

The costs of a substitute teacher program are not measured only in terms of dollars. The research in this study, which is directly related to costs of substitute teacher programs, is justified by the needs expressed in several research studies. Among these studies, Gardiner (1973) reviewed the financial features of substitute teacher programs. Starnes (1973) recommended that further study be conducted to determine the cost-effectiveness or ineffectiveness of the administration and utilization of substitute teacher programs. D'Amico (1973) concluded that an "Auxilliary Substitute Teacher Program," a system that would utilize full-time substitute teachers, provided more effective and better prepared substitute teachers than a per diem substitute teacher with an increase in cost of only 2.8%.

A final justification for this study arises as a strong rebuttal to Robb's (1979) challenge in the Journal of Teacher Education that "perhaps the only 'innovation' on a dismal school scene that will work nowadays is doing away with substitute teaching" (pp. 27-30). Perhaps a substitute teacher who is better prepared before entering the classroom and then maintains a level of preparedness through inservice training will cause Robb to re-evaluate his statement. Manlove and Elliott (1979) were specific when they wrote that "substitute teachers are significantly less effective than regular teachers" (p. 1). In providing a partial solution to this ineffectiveness, these authors suggest providing ample ". . . inservice preparation time for persons to be employed as substitutes" (p. 8). They state

their opinion that if substitute teachers have received the proper inservice preparation, they will have already

received an orientation to building forms, procedures, schedules, expectations, etc.; then when they arrive for their assignment they will be in a position to spend more time on instruction. They will also be able to act with more confidence. (p. 8)

Assumptions

In consideration of prior research as noted in the foregoing section, the following assumptions were basic to this study:

1. The provision of substitute teachers is the most common system utilized in an attempt to provide continuity of instruction during the absence of the regularly scheduled teacher.

2. Well researched and defined administrative policies and practices regarding substitute teacher programs increase the likelihood of effective substitute teacher services.

3. The improvement of instruction is the essential focus of inservice education for substitute teachers.

Definitions of Terms

Certification. Certification is the status of full professional qualification or licensure in a professional specialty, as specified by requirements of the state or agency that issues the license. Certification may be provisional, temporary, or permanent (Hawes & Hawes, 1982, p. 37). Certification is also the procedure by which a governmental agency or professional association grants licenses which permit individuals to practice a profession (Knowles, 1977, p. 307a).

Emergency Substitute Teacher. An emergency substitute teacher is the designation given to an individual who will respond

to an immediate need at a school to serve in the capacity of a regular teacher until a regular teacher returns or a regular substitute can be secured.

Inservice Education. Inservice education refers to any planned learning opportunities provided to personnel for purposes of improving the performance of such personnel in already held or presently assigned positions.

Leadership Training. Leadership training is training specifically designed to improve performances of personnel in assignments involving such areas as organizing, designing, implementing, or evaluating educational activities.

Orientation. Orientation is defined as a period set aside prior to the assignment of duties with the specific objective of acquainting the employee with an existing environmental situation.

Part-time Teacher. A part-time teacher is one who devotes less than full time to instruction and to work incidental to instruction.

Permanent Substitute Teacher. A permanent substitute teacher is hired on a full-time basis, with an annual contract for the specific purpose of filling temporary vacancies resulting from the absence of a regular teacher. Permanent substitute teachers may be given individual tutoring assignments or clerical tasks when it is not necessary to substitute for a regular teacher.

Personal Days. Personal days are those on which a teacher may be legitimately absent from regular duties for the purpose of attending to personal business. In Florida,

A school board may establish policies and prescribe standards to permit an employee to be absent four days each school year for personal reasons. However, such absences for personal reasons shall be charged only to accrued sick leave, and leave for personal reasons shall be non-cumulative. (Florida Statute 231.40 [2][a] 2)

Policy. Policy refers to a judgement derived from some system of values and some assessment of situational factors, operating as a general plan for guiding decisions regarding the means of attaining desired objectives (Good, 1973, p. 28).

Practice. Practice herein refers to a customary manner of carrying out some process or operation (Hawes & Hawes, 1982, p. 172). This is a procedure or method that is used to accomplish some desired result which need not be specified by regulation or policy.

Preservice Training. Inservice training provided to personnel, with the exception that such training occurs before a position is assigned.

Regular Teacher. A regular teacher is one who devotes full time to instruction, is not serving a practice teaching or an internship period, and is officially recognized as a full-time staff member (Good, 1973, p. 486).

Substitute Teacher. A substitute teacher is one who occupies temporarily the position of an absent teacher, whether employed for a few days, or for an extended period of time (Good, p. 569). A substitute teacher is a person who usually serves on a per diem basis (Hawes & Hawes, p. 219).

CHAPTER II REVIEW OF RELATED LITERATURE

This review of related literature includes a brief discussion of the early studies of substitute teachers in the United States. The first part of the review presents the available information on substitute teacher programs and policies and practices associated with those programs. Emphasis is given to the Educational Research Service (ERS) 1977 study. The second portion of this review reports information on selected inservice training programs for substitute teachers in states other than Florida. The third and final part of this review relates information on policies and practices of substitute teacher programs in Florida as reported in 1983.

In 1977, Educational Research Service (ERS) mailed a survey instrument to selected school districts throughout the United States regarding policies and practices of substitute teacher programs nationally, from which there were 488 respondent districts. After a thorough review of related literature by this researcher, it was determined that the results of this ERS (1977) study provided the most comprehensive and recent information available on that subject to date. The results of that study will be identified and discussed in more detail later in this chapter. Noteworthy here is that the ERS study researched eleven major topics, including orientation and inservice programs available to substitute teachers (p. 36).

Early Studies

The earliest comprehensive national study of substitute teachers located was one made by Connors in 1927. Mason (1968), in citing Connors, noted that Connors showed general concern for administrative responsibility, maintenance of personnel records, and salaries of the substitute teacher. Mason continued in his reference to Connors' study by noting Connors' concern that "the services they (substitute teachers) rendered were unsatisfactory" and that "a large number of superintendents expressed dissatisfaction with the methods that were being used for administering substitute teacher service" (Mason, p. 22, emphasis added). However, mention of inservice training for substitute teachers to raise the level of performance and thereby acquire administrative satisfaction with the program was not made.

Following Connors' study, and responding to the negative aspects of that study, Baldwin (1934) researched administrative aspects of the substitute teacher program through a national survey. Among the 14 qualitative criteria formulated by Baldwin (pp. 6-11), he noted that ". . . inservice training for substitute teachers should be so planned and so administered as to assure a maximum of service and professional growth" (p. 9).

In his doctoral dissertation, Durkin (1965) reported that ". . . in recognition of the current shortage of qualified substitute teachers the current literature usually recommended orientation and inservice programs as part of the remedy for this problem" (p. 38). He suggested that these programs might be provided by several methods, including:

1. individual conferences
2. pre-school orientation programs
3. a combination of pre-school orientation and inservice programs, and
4. inservice programs throughout the year. (p. 38)

Durkin also suggested that the principal should participate in the orientation and inservice aspects of the substitute teacher program (p. 43).

While the administration may offer orientation and inservice training for the substitute teacher, ultimately it is the substitute teacher who must be induced to take advantage of such programs. That is, since the classroom responsibilities of the substitute teacher are parallel to those of the absent teacher, it is the substitute teacher who must take the initiative to be prepared properly. It is the administration that must verify, evaluate, and reinforce that preparedness. To accomplish this, several writers, including Arthur (1949), Hedden (1949), Miller (1959), Saxon (1959), and Jackson (1963), have suggested that substitute teachers be adequately prepared for their duties through taking advantage of professional training whenever possible. Saxon went beyond this suggestion by advising the substitute teacher to "study and be alert, know the code of ethics, and teach instead of just maintaining order" (p. 11). More recent writers, such as Mason (1968), Esposito (1975), Rawson (1981), and Rabianski (1983), all encourage substitute teacher preparedness through various forms of inservice and preservice training programs.

With over half a century of agreement upon the need for such training, and with continuing agreement noted in the ERS (1977) study, it seems to be important that past and present programs be

identified and compared in order to develop guidelines for inservice education for the improvement of substitute teacher preparedness and performance.

Policies and Practices of Selected Substitute Teacher Programs Nationally

In 1977, Educational Research Service reported on national research which examined policies and procedures related to school district utilization of substitute teachers. Areas of research included: substitute teacher program organization, recruitment and maintenance of a roster of qualified and available substitute teachers, dismissal procedures, size and cost of the substitute teacher programs, collective negotiation agreements as they relate to the substitute teachers, certification of substitute teachers, alternatives to the use of substitute teachers, and orientation and inservice programs for substitute teachers. Each of those dimensions will now be reviewed. The latter, being of major importance to this study, will be offered as a major section of this chapter.

Substitute Teacher Program Organization

There exist two primary forms of substitute teacher utilization: long-term, usually for a period of ten school days or more, and day-to-day. The long term substitute performs a full range of duties much like the regular teacher, whereas the day-to-day substitute does not assume total responsibility. A clear understanding of these duties and responsibilities is important to insure maximum productivity of substitute teacher time. That understanding can best be accomplished through clear

articulation of the school district's philosophy and policies regarding the substitute teacher program. The ERS Report (1977) noted that the organization of the substitute teacher program should include statements about the type of program desired by the school district, to whom the primary responsibility for the administration of the substitute teacher program belongs, and the manner in which the list of available substitute teachers is maintained. Just over half, 50.2%, of the respondents to the ERS questionnaire reported that their school district exercised both central control and central assignment authority over the substitute teacher program. Decentralized control and assignment of the substitute teacher, i.e., decisions made at the building level, was reported as procedural among 22.8% of the responding school districts. A combination of both practices was reported by 27.0% of the respondents (pp. 7-8).

The major portion of the articles found in the review of the literature regarding the locus of control of the administration of the substitute teacher program was addressed to no particular audience or group. The writings that were addressed to school administrators, however, placed administrative responsibilities ultimately with the central administration. Mason (1968) stated that ". . . recommendations of writers on the subject are in agreement that the superintendent of schools be responsible for the administration of substitute teaching services" (p. 33). Kimbrough and Nunnery (1983), in noting administrative responsibility, placed the onus upon the local school boards:

". . . in the legal sense, the board, with the assistance of the superintendent, makes policy, and the superintendent carries out these policies . . . all other district administrators are responsible to the superintendent" (p. 165).

It has been established in legal precedent that states have authority to delegate powers of administering their school programs, including substitute teacher programs, to local school districts. Alexander (1980) explained: "Unlike the Congress of the United States, which has only those powers delegated to it by the Constitution, state legislatures have plenary power and may pass any act which is not expressly or impliedly forbidden by the state constitution" (p. 73).

Education therefore is clearly a state function which, through state statute, can regulate and control the education process subject only to the limitations of the individual state's constitution and the Constitution of the United States. It then follows that powers delegated to the school districts by the state can be further delegated by the district to lower levels of the organization unless expressly prohibited. The ERS (1977) data reported above best exemplifies this point regarding administrative control of the substitute teacher program. Control remained at a level above the building administration in just over half, or 50.2%, of the systems responding. While just under one-fourth, or 22.8%, delegated control of the substitute teaching program, including assignment of the substitute teacher to a position. Just over one-fourth, or 27%, combined features of both centralized control and assignment with decentralized control and assignment (p. 8).

Having determined the administrative level at which authority for control has been established, the substitute teacher program policy must then identify the person at that level who must accept responsibility for administering the program. The ERS study noted that 68.5% of school districts relied upon the central office staff to administer the substitute teacher program. More specifically, 40.9% of all respondents designated the Director of Personnel as the person upon whom this responsibility rested. It is noteworthy that one district, of a total of 477 that responded to the specific question, reported that a private substitute assignment service had been contracted to hire and assign the necessary substitute teachers (p. 9).

Recruitment and Maintenance of a Roster of Qualified and Available Substitute Teachers

Once policy and administrative responsibility have been established for a substitute teacher program, it follows that substitute teachers must be recruited and selected for service. The literature which dealt with methods of recruiting teachers was limited and the ERS (1977) study was silent on the recruitment of substitute teachers. However, several authors who discussed the area of qualification and selection recommended that "the best qualified" be lured and that the school district maintain a roster of available and qualified substitute teachers. Durkin (1965) reported the following: "Up to about 1941, administrators in school districts were advised to hire only the most competent persons. Degree requirements, certification, and experience were

set at a high level" (p. 37). In citing Burbank (1941), Durkin (1965) supported the above premise thusly:

A substitute teacher should be available to step into the breach on extremely short notice, and carry on normally. It is evident, therefore, that the staff should be as fully competent as the regular staff of teachers and exceptionally adaptable to different demands and circumstances. (p. 37)

This demand for substitute teachers to be as qualified as the regular teacher, and also be more adaptable, is explained by the fact that there was an over supply of available substitute teachers at that time. With the onset of World War II, Jones (1952) claimed that the demand for substitutes was greater than the supply, and acknowledged that the standards demanded for selection should be only as high as the supply would allow (p. 28). In 1968, Mason (1968) reported that only one school district from a sampling of 38 reported an over supply of qualified substitute teachers, while twenty reported a shortage (pp. 45-46). However, Mason made no mention of efforts to recruit qualified substitute teachers to fill the needs of the responding districts.

All respondents to the ERS (1977) study reported that they maintained a roster of substitute teachers who had been judged by the school district to be qualified for that position. More than two-thirds of the respondents indicated that a central roster for the entire school district was maintained, while about one-fifth reported that they maintained an official roster at the individual school site only.

Procedures for Dismissal of Substitute Teachers

ERS (1977) reported that substitute teachers with records of poor performance, as determined by the individual school district's standards, could be removed from the roster of qualified and available substitute teachers with minimum effort.

→ In fact, 93.1% of the responding districts so indicated. Many of these school districts reported to ERS that the procedure to remove a candidate from this roster was accomplished by not contacting the candidate for further duty.

Regarding tenure of substitute teachers, a long-term substitute teacher in Minnesota claimed tenure rights under that state's continuing contract provisions. Since the substitute teacher had been tenured in another district of that state, Minnesota law provided that the probationary period was one year. Rather than issuing a one-year, permanent substitute contract, she was issued two short-term contracts which covered the full year. Her claim for tenure was denied because substitutes were hired for emergency situations, the duration of which could be less than one year (Information Research Systems, 1981).

In consideration of probationary status of substitute teachers, a New Jersey substitute teacher, who had served a single school district for three consecutive years, was dismissed. The New Jersey Appellate Court pointed out that the teacher had accepted the position while fully aware that it was a substitute position and therefore probation was not a consideration since probationary status connotes that probation is followed by tenure. Therefore, probationary status was denied (Information Research Systems, 1981).

Removal from the list of active, available, and qualified substitute teachers was reported most often to be a result of the failure of the substitute teacher to accept an assignment. ERS (1977) reported that approximately 47% of the reporting school districts limit to three the number of refusals permitted before dismissal. The least number of refusals permitted was two, while five of the 38 school districts responding allowed more than five refusals of an assignment prior to dismissal (p. 26).

Size and Cost of the Substitute Teacher Program

In 1976, an Indiana newspaper editorial about all city employees, "Sick On Sick Pay", noted

A sort of custom has arisen under which many employees take sick days as a right whether they are ill or not. In our view, this is morally wrong. Further, it hurts economically. That is especially true in cases, like those of teachers, where substitutes must be hired.
(p. A4)

Mason (1968) reported that in North Carolina teacher contract provisions regarding sick leave made it possible, and in fact encouraged, the "not-so-well" teachers to stay at home rather than to expose pupils and colleagues to severe illness. He also reported that administrative provisions which encourage attendance at professional meetings, teacher visits to observe other teachers at work, and the simple fact that more teachers are employed now than ever before, are all related to the increase in absenteeism of regularly scheduled teachers (p. 2).

It can be said that there exists a growing rate of absenteeism among the regularly scheduled teacher with a

concomitant rise in the need for qualified substitute teachers to replace those absent teachers. As that need is fulfilled, the cost to taxpayers in the form of substitute teacher pay also rises. Regarding the actual need for substitute teachers, the ERS (1977) study reported that, nationally, for every 100 regular teachers who are employed by a school district on a full-time basis, there were 36 active substitutes on file (p. 24). The study also determined that the median percentage of the total number of available substitutes that are actually used on a typical day was 15.8 (p. 24).

Although inflationary factors make dollar-for-dollar comparisons rather meaningless over an extended period of time, percentages can provide meaningful data. Bundren (1974) was cited in a 1979 NASSP Newsletter regarding teacher absences: "In a study of the problem in Indiana, 86% of the districts reported an increased percentage of substitute costs over the last five years" (p. 6). The fact that the percentage of the budgeted funds allocated for substitute teacher services has risen demonstrates the reality of increased costs in education directly related to teacher absence. This is significant in light of the fact that, according to Manlove and Elliott (1979), these increases have occurred at a time when many large districts have seen a reduction in the number of students and teachers (p. 6), a situation which should suggest a proportionate reduction in the number of regular teachers requiring a substitute teacher.

In actual dollars expended, ERS (1977) reported that substitute teacher costs for 1971-72 in New York City amounted to

\$71.5 million (p. 2). This figure accounted for 9% of that city's teacher salary budget. Newark, New Jersey, in 1972, paid \$4 million for substitute teacher salaries, according to the same study. By comparison, San Diego, California, spent nearly \$1 million for the same purpose. According to Bundren (1974), the entire state of Illinois estimated its 1975 statewide expenditure for substitute teachers to be \$31.6 million (p. 6). Although accounting practices may vary in each report, the figures are no less surprising.

There are other recognized costs which go beyond the scope of this study. These include the costs of management time, the cost to students in relation to achievement, and the cost to the overall school program. For example, when the regular teacher is absent, the extracurricular activity that might be under the sponsorship of that absent teacher may simply be eliminated or postponed.

Collective Bargaining and Substitute Teachers

Collective bargaining is defined under the National Labor Relations Act of 1935, Section 8(d), as:

The performance of the mutual obligation of the employer and the representative of the employees to meet at reasonable times and to confer in good faith with respect to wages, hours, and other terms and conditions of employment . . . and the execution of a written contract. Such obligation does not compel either party to agree to any proposal or require the making of any concession.

The attempt by teachers to bargain collectively did not develop momentum until 1962. Gershenfield (1979) explains, as follows:

The new wave (of public employee collective bargaining) began with the passage of public employee legislation in Wisconsin in 1959. Major impetus, however, came from the issuing of Executive Order 10988 by President Kennedy in 1962, permitting federal employee organization and bargaining. Following that order, a majority of the states granted bargaining rights to selected or broad groups of state and local employees. (p. 3)

As the number of collective bargaining issues increase and become more widespread, there exists little reason to believe that the bargaining units will ask for fewer days of leave time for regular teachers. It is equally unlikely to believe that teachers will not take full advantage of leave time granted through bargaining efforts.

The ERS (1977) reported that although 83.6 % of the school districts that responded to its study stated that they engaged in some form of collective negotiations with some of employee groups, only 4.7 % noted that substitute teachers were covered by any type of collectively negotiated agreement. Of the 4.7% figure, the study states, most of the substitute teachers, or 3.9% of the total, were covered by the same agreement as were regular teachers (p. 37). It follows, therefore, that an increase in the number of regular teacher absences, as a result of collectively negotiated contracts, will require the services of a substitute teacher who is not, in 95.3% of the school districts reporting, represented by a collective bargaining unit, and thus may be accountable to a different standard of performance.

Certification

Many authors, including D'Amico (1973), Starnes (1973), Jentzen & Vockell (1978), and Manlove and Elliott (1979), believe that the substitute teacher should meet the same minimum qualifications required of the regular teacher for employment in a school district. Manlove and Elliott (1979) noted that because there had been an increase in the number of substitute teachers available, school districts could afford to be more selective. They stated that

Today there are many substitutes who have the credentials and presumably the skills of regular contract teachers. With this change in the qualifications of the substitutes, a result of the depressed job market, schools could begin to expect real instruction from the substitute.
(p. 8)

Davis and Nickerson (1968) were also specific on the same subject. They stated that ". . . the same credentials required for the regular teacher should be required of the substitute" (p. 79).

The ERS (1977) study reported that 58.6% of the responding school districts stated that they did require the same minimum academic degree for both regular and substitute teachers. Conversely, 41.4% said that their respective districts did not (p. 12). Whether the requirement did or did not exist, three-fourths or more of the substitute teachers listed on the approved roster did have the same minimum requirements as the regular teacher in 98.0% of the responding districts. Although possession of the minimum requirements and having received the certificate required is not the same thing, possessing the certificate does establish a

minimum level of preparedness. The same study further indicated that regular and substitute teachers must have the same minimum certification. It is noteworthy that this requirement is the same percentage (58.6%) noted above when discussing academic degree. The median percentage of substitute teachers on school system rosters who possessed the same minimum certification as the regular teaching staff was 95% (p. 12).

Each of the fifty states in the United States has the authority to establish the requirements for certification which they consider to be most appropriate for the individual state. In Illinois, for example, a substitute teaching certificate may be issued for substitute teaching in all grades when no appropriate fully certified teacher is available to teach in a substitute capacity. According to the 1980 minimum requirements for state certification in the state of Illinois, as promulgated by that state's Board of Education, those minimum requirements include: "No one shall be certified to teach or supervise in the public schools in the state of Illinois who is not of good character, good health, at least nineteen years of age, and a citizen of these United States" (p. 3).

In Vermont, state regulations governing certification for substitute teachers direct that ". . . a person who does not hold a valid professional certificate may serve as a substitute teacher for no more than thirty days in any school year" (Vermont State Department of Education, 1979, p. 17).

These are but two examples which serve to illustrate that states consider certification of substitute teachers in diverse ways.

Alternatives to Present Policies and Practices of Substitute Teacher Programs

If the need for substitute teacher services increases, as indicated above, program managers must be prepared to refute Robb's (1979) statement that "substitute teaching is primarily a useless, expensive service doing more harm than good" (p. 27). Robb based this conclusion and similar statements about the utilization of substitute teachers on his 16 years of experience as a high school teacher when he had the opportunity of observing substitute teachers. Further, he participated as a substitute teacher after his high school teaching career while he was a college professor. Robb did not just condemn existing practices, but rather explained why he held such negativism and then proffered possible solutions. Robb submits that by the very presence of the substitute teacher, or the lack of presence of the regularly scheduled teacher, there exists a breakdown of what discipline might have existed which ". . . encourages a disgraceful display of couped-up, hostile adolescent energy. It is 'fun' for students to disturb a relatively powerless, half-confused adult stranger in their midst" (p. 30). Although the substitute teacher might not know the names of the students, even when seating charts are accurately provided, or might be unfamiliar with the subject at the point where the teacher concluded, it is the responsibility of the assigned administrator to see to it that the continuity of instruction is maintained. If

Robb's premise is correct, then alternatives to present practices must be found and put into effect immediately. If, however, his premise is ill-founded, then he can be ignored. Unfortunately, although sometimes overstated, his submission that

It is time to eliminate the position of the substitute. Money can be saved or spent for other things (teachers' salaries!). Regular teachers maintain more control . . . School districts throughout the country may begin to see that there is nothing to be gained by maintaining substitute programs. (p. 30)

must be countered with positive alternatives to the use of substitute teachers. The ERS (1977) study noted that: "Despite the oft cited problems of the cost and effectiveness of substitute teachers, few school systems use other methods for providing instruction when the regular teacher is absent" (p. 37).

The literature offers several possible alternatives. Esposito (1975) suggested that a modified team teaching structure be used that would group classes of the absent teachers together and thus continue to provide a learning experience for students (p. 49). A New York state law in 1979 provided that former public school teachers with less than twenty years of service could add toward their retirement fund by substitute teaching. D'Amico (1973) recommended the employment of full-time substitutes. The ERS (1977) study revealed that more than one-fourth, or 26.9%, of the responding school districts replied that alternative methods were used in place of hiring substitute teachers in the absence of the regularly scheduled teacher (p.42). Some of the alternative programs were noted. Almost half of those districts that reported using alternatives indicated that other regular teachers were

placed in the absent teacher's classroom, either paid or unpaid, during their planning period. Fifteen percent said that administrators, teacher aides, or volunteers assumed the role of substitute teacher. Other methods noted included team teaching, enrichment programs, study halls, guest speakers, and extra resource persons (p. 37).

When alternatives are listed, the options are numerous; however, the literature most often cites that the necessary ingredient for better continuity of instruction is not an alternative to the use of substitute teachers, but rather an improvement in existing practices. The specific alternative form most noted was a program of orientation or inservice training for the substitute teacher. Examples of this view espoused by the following authors are: Gardiner (1973), "proposals include recommendation for orientation and inservice training" (p. 2960-A); Mason (1968), "writers are unanimous in the opinion that substitute teachers should be provided with in-service education opportunities" (p. 38); Drake (1981), "in any program, the most important component used to improve the role of the substitute teacher is the orientation" (p. 78); Heckman (1981), ". . . establish regular inservice training programs for substitute teachers on such topics as school district goals, objectives, procedures, and instructional philosophy, so that substitutes do not incur the hostility of classroom teachers by questioning practices they do not understand" (p. 66); Warren (1970), "an in-service orientation program for substitute teachers should be implemented" (p. 6360-A); McIntire and Hughes (1982), "Recognizing

the special needs of substitute teachers [there was developed an] inservice class to assist the substitute to better meet the demands faced by substitutes in the classroom" (p. 8); Jantzen and Vockell (1978), "Some school systems. . . are developing a policy of professional development for substitute teachers. These systems are establishing a regular corps of reserve teachers who will become participating members of the teaching staff" (p. 87); Manlove and Elliott (1979), "An initiative might be to provide inservice preparation time for persons to be employed as substitutes" (p. 8); Collins (1982), "Further, school districts must provide substitute teachers with training and knowledge applicable to the district's diversity of classroom settings, the district's instructional goals, and the teaching materials and methods the district has adopted to realize its instructional goals" (p. 231). And, equally emphatic, Esposito (1975), "the most important component in any program to improve the role of the substitute teacher is the orientation and training sessions which should be held for all substitutes . . ." (p. 49).

The literature is pervasive in its argument that school districts should provide inservice training for substitute teachers. The next section of this chapter will review the types of training that have been offered.

Selected Inservice Training Programs for Substitute Teachers Nationally

Given the widespread agreement among school managers regarding how the existing substitute teacher program might best be improved, research was conducted to review a sampling of

existing approaches to orientation and inservice training of substitute teachers in the United States.

Houston (Texas) Independent School District

McIntire and Hughes (1982) reported that the University of Houston and Texas Southern University cooperated with the Houston Independent School District in developing a package of twenty inservice training modules for substitute teachers. These modules, called "Substitute Teachers Education Modules" (STEM's), were designed to address the specific needs of the substitute. For example, "Planning an Effective Lesson with Five Minutes Notice," "Stress Management for Substitute Teachers," "Motivation," and "Crisis: Prevention and Intervention" were modules developed cooperatively by teachers, administrators, and college professors. These program modules are presented on Saturdays, with two hours allotted for each topic. The substitute may schedule as many topics as possible each Saturday. At the end of each module, the substitute teacher must receive a "pass" grade on a brief test for verification of satisfactory completion. Upon completion of all twenty modules, the substitute receives an additional five dollars of daily pay. These modules must be repeated every three years in order for the substitute to continue receiving the salary increment. As an endorsement of this program, the Houston Independent School District was named by the American Association of School Personnel Administrators (AASPA) as the school district having the outstanding program in the area of substitute teachers for 1982.

Pittsburgh (Pennsylvania) School District

To meet the need for trained and reliable substitute teachers, a pilot program in substitute teacher training was developed in the Pittsburgh School District. The training program was divided into a five day workshop and a five week apprentice period. During the training period, these four major principles or topics were covered: (a) effective teaching behavior, (b) classroom management techniques, (c) positive reinforcement in instructional activities, and (d) the substitute teacher's self-concept of positive self-satisfaction.

Reynolds and Garfield (1971) reported that ". . . both the administrator and the substitute teacher profited by the endeavor" (p. 87). The report concluded that, "such a program can be justified because of its ultimate benefit to education in general" (p. 88).

New Orleans (Louisiana) Public Schools

According to Musso (1969), a one month pilot summer institute was held in New Orleans for substitute teachers. The participants were assured of daily employment and were required to accept daily employment for each day that they were able to work. Those who completed the training program became members of the "Relief Teacher Corps", to distinguish them from substitute teachers who had not completed the special training.

During the first school semester following the summer training, the relief teachers had the advantage of receiving constructive criticism and guidance from building teachers and administrators as well as from the program coordinator. Following

a mid-year evaluation, motivation and interest in learning were observed and reported by Musso to be very high (p. 17).

Lansing (Michigan) School District

In 1980, Michigan State University, in East Lansing, Michigan, experienced a decline in undergraduate enrollment in teaching programs. Knapp (1980) reported in the Phi Delta Kappan that during that same time, the Lansing School District was experiencing difficulty in attracting qualified substitute teachers. This combination of shortage and need caused the two education units to join forces to find a solution to the dilemma. In so doing, the Lansing School District agreed to employ a maximum of 25 graduate students as substitute teachers.

Benefits from this program are realized by all parties. The university can recruit and attract the quality of graduate students that they desire by offering employment germane to the field of study. With graduate scholarships and other forms of tuition assistance difficult to obtain, the promise of employment is a very good inducement. Two to three days each week are open for class attendance or for class-related research. Further, substitute teaching assignments are often directly related to the graduate student's area of interest, and therefore affords the graduate student the opportunity to keep current in that area. The benefits of graduate assistantship, such as preferred parking and in-state tuition for out-of-state students, are additional advantages.

The Lansing School District also profits from this agreement. They employ highly qualified substitute teachers who have

demonstrated their commitment to teaching and have further committed themselves to being available for a set number of days of teaching. The foremost beneficiary, moreover, is the student, who is being taught by a qualified and dedicated instructor who is able to cope more effectively with problems encountered by substitute teachers.

Several options have been suggested by Knapp (1980) to improve this Lansing model. For example, the school district might have a need for athletic or debate coaches who could be supplied in a similar manner. Students majoring in administration could also be hired and utilized for research, or other administrative positions (p. 58).

Other school districts reviewed offer specific training for only selected substitute teachers. Pueblo (Colorado) School District Number Sixty offers a workshop to prepare regular substitute teachers to cope emotionally with the needs of handicapped students. The New York City Board of Education, Brooklyn, New York, in 1968, presented a summer training institute for substitutes who were hired or were planning to be hired for service in the poverty areas of New York City.

These examples of inservice training programs for substitute teachers nationally were selected to exhibit some of the variety and innovative programs available. Each program could be altered to satisfy the policies and practices of substitute teacher programs in individual school districts. The next section of this chapter will review the policies and practices of substitute teacher programs in the state of Florida.

Policies and Practices of Substitute Teacher
Programs in the State of Florida

In December, 1983, Schenck completed a comprehensive study of the policies, practices, and procedures relative to substitute teachers in the 67 public school districts in the state of Florida. The results of that study were compared to the policies and practices of substitute teacher programs nationally, as presented in the early part of this chapter.

Substitute Teacher Program Organization

To determine the extent to which school districts in Florida had established a set of written rules and regulations for the administration of the substitute teacher program, Schenck found that 72.2% in fact had such a statement (p. 64). In 1982, Florida Statutes, Chapter 231, paragraph 47, stated that ". . . Each school board shall adopt rules prescribing the compensation of, and the procedure for employment of substitute teachers." Therefore, according to Schenck's 1983 study, more than 25% of all school districts were not in compliance with the revised Florida Statute 231.47.

With regards to the assignment of administrative responsibility for the substitute teacher program, Schenck found that the chief personnel officer was responsible in 55% of the 40 school districts that responded (p. 66). This finding is greater than the national response in the ERS (1977) study where 40.9% reported that the personnel director had primary responsibility for the substitute teacher program (p. 9).

Within the organization process of the substitute teacher program, a roster of qualified and willing to serve substitute

teachers must be maintained. Again, Schenck (1983) found that 43.3% of the responding school districts maintained a central list or roster for the entire school district, while only 22.4% maintained such a list at the school level. The remaining school districts reported a combination of both a central roster and one list at each individual school (p. 71). The national study indicated that 68.4% of the responding school districts maintained a centralized list, while 19.9% had such a list at the school level only. This same ERS (1977) study indicated that only 11.7% maintained a combination of both a centralized roster for the entire district and a list for the school (p. 11).

The application process was studied by both ERS (1977) and Schenck (1983). ERS found that nationally the central office administrator received the bulk, or 69.2%, of the applications, while the building principal received 14.1% (p. 11). Schenck found that, in Florida, 62.2% of those seeking a substitute teacher position applied to a central office administrator, while 25.7% applied to the school principal (p. 82).

As noted previously in this chapter, the ERS (1977) study reported that substitute teachers could be dismissed in an uncomplicated manner. They simply were not called for further assignments. That study revealed that only 6.9% of the responding districts had complex systems of due process prior to dismissal of substitute teachers who had a record of poor performance (p. 25). Schenck (1983) found that only 11.9% of the Florida school districts similarly experienced little complication in the dismissal of substitute teachers (p. 111). It was noted by

Schenck that several Florida school districts made additional and significant comments, as follows:

1. Three districts said that they simply ceased calling poor substitutes, similar to the ERS findings.

2. One district required that two letters reflecting unacceptable performance needed to be sent by principals to the director of the personnel office, where a conference was held with a school district personnel officer, a representative of at least one principal, the substitute teacher, and, if desired by the substitute teacher, a representative whom the substitute teacher selects. This conference would be conducted prior to the dismissal proceedings.

3. One district reported that the list of qualified and available substitute teachers was revised each semester, with poor substitute teachers simply omitted from the list. Another district reported the same process, but on a yearly basis (p. 114).

A comparison of the size and cost of a substitute teacher program reported in the ERS (1977) study and the Schenck (1983) study would have little meaning for purposes of the present study. However, a review of the Florida data was considered germane to this study.

Seventy-seven percent of Florida school districts indicated that there was no provision for the recognition of professional growth and development in the existing salary schedule for substitute teachers. Eighty-six percent of the responding districts did not recognize experience in the formulation of their

salary schedule (Schenck, 1983, p. 119). About 88% of the responding Florida school districts indicated that their district had a separate and distinct item in their budget to pay for substitute teacher services. The remaining 12% did not (p. 121). Schenck did not survey the rates of pay nor the number of substitute teachers as a percentage of the total number of regular teachers on duty during a typical day. However, the Education Standards Commission, (Richard C. Holihan, personal communication, March 22, 1984), in noting the issue of recruitment and employment of substitute teachers, stated that it was an issue of significant proportions. That Commission estimated that substitute teachers were utilized by Florida's schools for over 720,000 days, (90,000 teachers, multiplied by eight days average absence per year). This estimate is the approximate equivalent of 4,000 full time teachers (p. 1).

The requirements for certification of substitute teachers in the state of Florida are delineated in the State Board of Education Rule 6A-4.04(4). In Holihan's memorandum cited above, the Executive Director of the Education Standards Commission of the state of Florida, stated: "The Education Standards Commission believes that the present regulations governing substitute certification are ineffective and therefore do not serve to protect the public interest. The Education Standards Commission recommends that these rules be substantially strengthened" (p. 1).

One of the most significant proposed changes recommended was that all substitutes or potential substitute teachers must attend and satisfactorily complete a training session sponsored by the school district, dealing with effective classroom management

skills (p. 3). It was further proposed that the renewal of a substitute teacher certificate would be based upon criteria which included satisfactory completion of three semester hours of university coursework, or a combination of 60 inservice points (p. 4, emphasis added). The ERS (1977) study noted that 58.6% of the responding school districts nationally required that both substitute teachers and regular teachers have the same minimum certificate (p. 88).

Responding to the ERS (1977) study (484 school districts reporting), 205 districts, or 42.4%, said that they offered some form of orientation program to the substitute teacher. Of that same 484 school districts, only 22% provided inservice training for substitute teachers. The responding school districts were subdivided by size of student population into large, medium, small, and very small. Approximately 30% of the large districts reported that they provided inservice programs. Of the medium, small, and very small school districts, 25.5%, 19.5%, and 10.4%, respectively, responded in that manner.

Schenck found that 62.7% of the 67 school districts in Florida did not have an orientation program available for their substitute teachers. When asked about the provision for an inservice program for substitute teachers, only 33.3% responded that they did have such a program, although 49.3% said that inservice training for the regular teacher on how to prepare for the substitute teacher was provided.

Table 2

Response to Schenck's (1983) Query to Florida School Districts Relative to the Presence of a Written Statement of Rules and Regulations for the Administration of the Substitute Teacher Program

Response	Number of Districts	Percent
A statement of rules and regulations for administering the substitute teacher program has been written and implemented	48	72.5%
A statement of rules and regulations for administering the substitute teacher program has not been written and implemented	18	27.1
No response	1	.4
Total	67	100.0%

Summary

This chapter has reported the results of three specific aspects of this study. They were as follows:

1. Review professional literature and reported studies on policies and practices of substitute teacher employment.
2. Review professional literature and reported studies on inservice training of substitute teachers.
3. Review school districts' policies and practices of substitute teacher employment in the state of Florida.

As a summation of Chapter II, and as a portion of the data analysis, Table 2 displays Schenck's (1983) findings to his query to Florida school districts relative to those districts which have adopted a written statement of rules and regulations for the administration of their substitute teacher program. Tables 3 through 8 depict the relationship between Schenck's findings in Florida and the ERS (1977) findings nationally relative to the selected topics.

The data contained in Table 2 was constructed to indicate both actual number and the percentage of school districts' responses. As shown, 48 school districts (72.5%) stated that there did exist a written statement of rules and regulations for the administration of their substitute teacher program.

A list of the persons, grouped according to administrative level, who have primary authority for the supervision of their school district's substitute teacher program is contained in Table 3. Of the total respondents in both Schenck's (1983) and the ERS (1977) studies, the chief personnel officer was most frequently

Table 3

Comparison of Schenck's (1983) Findings and ERS' (1977) Findings Relative to the Title of the Person Assigned Primary Responsibility for the Administration of the Substitute Teacher Program

Title	Schenck (Florida) N = 67	ERS (National) N = 477	Difference
Superintendent	25.0%	13.2%	11.8%
Chief Personnel Officer	55.0	40.9	14.1
Personnel Specialist	5.0	9.6	4.6
Principal	15.0	16.6	1.6
Other	0.	19.7	19.7
Total	100	100	--

cited as the person to whom that primary responsibility is assigned.

The methods of maintaining substitute teacher rosters are reflected in Table 4. In a comparison of the two studies noted above, both Schenck (1983) and ERS (1977) found that responding school districts most frequently maintained their roster of available and qualified substitute teachers centrally for the entire school district.

Table 5 compares the two studies relative to the title of the person to whom application for a substitute teaching position is made within the local school district. Again Schenck (1983) and ERS (1977) showed minimal differences. Schenck (1983) found that approximately 62% of the responding school districts in Florida designated a central office administrator other than the superintendent, as the title of the person to whom such application is made. In similar findings, ERS (1977) reported that approximately 69% of its respondents also designated the same duties to central office administrators other than the superintendent.

Data displayed in Table 6 contains findings regarding a comparison of Schenck's (1983) findings to the ERS (1977) results relative to the procedures for removing a substitute teacher from the roster of available and qualified applicants. In the comparison of the findings of the two research studies, little difference was noted relative to the removal procedures for a substitute teacher with a poor performance record. Both studies indicated very significant levels of ease in removing from the

Table 4

Comparison of Schenck's (1983) Findings and ERS' (1977) Findings Relative to the Method of Maintaining Substitute Teacher Rosters

Methods of Roster Maintenance	Schenck (Florida) N = 67	ERS (National) N = 487	Difference
Central roster for the entire school district	43.3%	68.4%	25.1%
Roster is maintained at each individual school	22.4	19.9	2.5
Combination of above	32.8	11.7	21.1
Other	1.5	0.	1.5
Total	100	100	--

Table 5

Comparison of Schenck's (1983) Findings to the ERS' (1977) Findings Relative to the Title of the Person to Whom Substitute Teachers Make Application for Employment

Title	Schenck (Florida) N = 67	ERS (National)* N = 488	Difference
Superintendent	12.1%	23.6%	11.5%
Central Office Administrator other than Superintendent	62.2	69.2	7.0
Building Principal	25.7	14.1	11.6
Other	0.0	1.0	1.0
Total	100%	107.9%	--

*Note. This column may add to more than 100% because respondents may have indicated more than one person.

Table 6

Comparison of Schenck's (1983) Findings to ERS' (1977) Findings Relative to Removal Procedures for Substitute Teachers With Poor Performance Records

Procedure	Schenck (Florida) N = 67	ERS (National) N = 477	Difference
Can be removed without a complicated procedure	88.1%	93.1%	5.0%

Table 7

Comparison of Schenck's (1983) Findings to ERS' (1977) Findings Relative to the Academic Degree and Certification Requirements Being Equal to the Academic Degree and Certification Requirements of the Regularly Scheduled Teacher

Requirement	Schenck (Florida) N = 67	ERS (National) N = 473	Difference
The same academic degree is required of the substitute teacher that is required of the regularly scheduled teacher	15.6%	58.6%	43.0%
The same certification requirements must be met by the substitute teacher that is required of the regularly scheduled teacher	25.8	58.6	32.8

roster of available and qualified substitute teachers those who had poor performance records.

Table 7 compares Schenck's (1983) findings to the ERS (1977) findings relative to the academic degree and the certification requirements of the substitute teacher being equal to the academic degree and certification requirements of the regularly scheduled teacher. The first indication of significant differences in findings between Schenck (1983) and ERS (1977) is reflected in data reported relative to the academic degree of the substitute teacher. Schenck (1983) determined by the responses of the 67 school districts in Florida that only 15.6% of those districts required the same academic degrees. The ERS (1977) study, however, found that 58.6% of the national respondents reported that they do require the same academic degree for both the substitute teacher and the regularly scheduled teacher. The difference between the two studies is 43%.

A similar difference was also reported relative to the certification requirements of the substitute teacher. While Schenck (1983) found that 25.8% of the 67 responding Florida school districts required the same certificate for both groups, ERS (1977) reported that 58.6% of the 473 national respondent school districts indicated that the certification requirements for substitute teachers were equal to the certification requirements of the regularly scheduled teacher. The difference between the two studies is 32.8%.

Table 8 details responses received by both Schenck (1983) and ERS (1977) and compares those responses relative to the number and

Table 8

Comparison of Schenck's (1983) Findings to ERS' (1977) Findings Relative to the Provisions of an Inservice Training Program and of Orientation Programs for Substitute Teachers

Procedure	Schenck (Florida) N = 67	ERS (National) N = 484	Difference
Inservice training provided for substitute teachers	33.3%	42.4%	9.1%
Orientation programs are provided for substitute teachers	37.3%	42.4%	5.1%

percentage of school districts that provide inservice training and orientation programs for the substitute teachers. The findings of the two studies were relatively similar in that one-third of the school districts in Florida provided inservice training programs for substitute teachers, while nationally 42.4% had provisions for such programs. The reported difference is less than 10%. The responding school districts in Florida also reported that 37.3% had provisions for an orientation program for their substitute teachers. ERS (1977) reported the same figure as reported for inservice programs, 42.4%. The comparative difference between Schenck (1983) and ERS (1977) relative to the provision of an orientation program is 5.1%.

Chapter III utilizes data reported and compared in this chapter by developing three components of inservice training programs for substitute teachers in the state of Florida. Suggested guidelines for the administration of the inservice training program components are also included in Chapter III.

CHAPTER III DEVELOPMENT OF GUIDELINES

The review of related literature and the data found therein were organized and synthesized into three major categories of specific training needs for substitute teachers. Through the use of the substantive theory approach, three major components emerged from the analysis of the available data. This third chapter contains the central framework of the guidelines for these three components which were formulated into a prototype inservice training program for substitute teachers. Specifically, the three components are (1) orientation to the school district's substitute teacher program, (2) orientation to the generic domains of effective teaching, and (3) orientation to curriculum.

The basic design of all three components is derived from the state approved "Master Plan for Inservice Education Component Design" which resulted from the January 16-17, 1984 Florida Association for Staff Development Conference held in West Palm Beach, Florida. This component design has been selected by the state of Florida after thorough consideration of successful inservice practices. By carefully following this state approved design, the school districts throughout the state were presented the developed components of this study in a manner with which they may identify and which may be more conducive to implementation. The elements of the state-approved design are as follows: (1) title of component and number of contact hours suggested for

implementation, (2) brief description of component, (3) general objectives, (4) specific objectives, (5) activities, and (6) evaluation.

Prior to the development of each of the components, the rationale for the need for the specific content (objectives) of each component is presented. The final portion of this chapter will contain guidelines for the administration of the three components.

Guidelines for Inservice Training Programs for Substitute Teachers

It is generally recognized among educated populations that proper training provides the necessary foundation and skills for acceptable job performance. The guidelines for this inservice training program were developed to aid the substitute teacher in the cultivation of the specialized competencies essential to their duties in the school district. For each specific objective, participant activities have been designed and are presented in the activity section of each component.

Assessment of the inservice training components includes a formative and a summative evaluation. The formative evaluation of the components is included in the evaluation section for each training component. Such formative evaluation includes pretests for each component and an ongoing assessment of participants' activities by the trainers and peers, when applicable. A summative evaluation of the training components is accomplished by the implementation of posttests which collect data to measure acquisition of behaviors relative to the objectives.

For all three inservice training components, the rationale for utilization of pretests and posttests as assessment tools is

established by the state of Florida's Master Inservice Plan Requirements (Rule 6A-5.71). Specifically, each inservice training component shall contain evaluation criteria for determining that participants have successfully demonstrated competencies on at least 80% of the specific objectives of each inservice training component. Therefore, instruction will be preceded by a diagnosis of the needs of the learner/participants as they relate to behavior specified in the objectives. The pretest activity is designed to determine the degree to which learning had been achieved prior to instruction on the specific training component. The rationale for the posttest evaluation is to determine the degree to which learning, relative to the specified objectives, was achieved after instruction on each training component.

The district implementing the components would be involved in a process evaluation of the entire inservice training program, to include all components which have been selected for inclusion in their substitute training program. However, development of process evaluation of the implementation of the inservice training program is beyond the scope of this study.

Training Component I

The first of three inservice training components, . "Orientation to the School District's Substitute Teacher Program", is presented as the primary step in a sequential approach to training. However, while all three components are discrete, the sum is intended to be holistic in the total cycle of inservice training.

The preliminary activities are designed to provide the participants with an understanding of the inservice training program's objectives, the sequence of activities, expectations of the school district, how this program is related to their daily responsibilities as a substitute teacher, and to provide information for the school district regarding the skills of the participants relative to the components of the total inservice training program.

The participants in the first training component will include all substitute teachers, selected regular teachers, and school level and school district administrators who are directly responsible for the substitute teacher program. The regular teachers and the administrators will participate in the role of presenters. The rationale for the inclusion of these groups is based on the findings in the literature. Durkin (1965) reported that 48% of the respondents in his study recommended that administrators plan the program (p. 99). While only 11% of Durkin's respondents recommended (that faculty be included in the preparation of the program (p. 100), Woods and Woods (1974) provided stronger rationale for the participation beyond the planning stages by stating "inservice training is needed to improve the sensitivity of the teaching staff and the administrative staff . . . to the problems inherent in substitute teaching" (p. 167). Rawson (1981) suggested that the inservice program provide an opportunity for staff members and administrators to articulate their concerns and desires to substitute teachers (p. 81).

The program content for Training Component I includes a statement of the school district's goals and objectives, policy pertaining to substitute teachers, and an overview of the school district's philosophy of education. (The justification for these statements is based upon the premise that an understanding of the school system is essential. Heckman (1981) recommended that the school district should include in their inservice training program for substitute teachers "such topics as school district goals and objectives, procedures, and instructional philosophies, so that substitutes do not incur the hostility of the [regularly scheduled] classroom teachers by questioning practices they do not understand" (p. 66). Starnes (1973) agreed when he suggested that inservice training programs should be provided to acquaint the substitute teacher with the "philosophy" of the school district (p. 25).

The recruitment techniques utilized to attract and employ the best qualified and available candidates for the position of substitute teacher are included in the first component of the program because it is necessary for substitute teachers to be aware of the intricacies of the application process. Specifically, the ERS (1977) report indicated that substitute teachers should know the following:

1. Who is the person to whom substitutes must submit their formal application?
2. How do substitutes' credentials compare with those of the regular teachers in the same school system?

3. What effect does substitute teaching have on future chances for securing a full-time teaching job in the same school system, as viewed by the employer? (p. 10).

Further rationale for the inclusion of recruitment policy into the inservice program is to notify the participants who might not have yet finalized the hiring process of what remains to be completed. A portion of the school district's recruitment of instructional personnel may include priority selection from the roster of substitute teachers for full time regular teaching positions. Therefore, inservice training programs provide information to participants relative to a comparison of credentials of the school district's regular teaching staff to credentials of substitute teachers.

Once the recruitment and selection process is completed, the name of the substitute teacher is placed on a roster indicating their availability for service. This placement is of primary importance to substitute teachers since this is the list from which calls to service are made. Therefore, it is included in the first component due to its significance to substitute teachers and to the administration of the program.

Having established the existence of a roster of available and qualified substitute teachers, the administration is obligated to provide these substitute teacher applicants with information regarding the school district's method of assignment to a position, including level of pay. The ERS (1977) study revealed that the national median daily rate of pay was \$25.74 and the highest daily rate of pay was \$54.78 (p. 33). Adjustments for

inflation and the impact of collective negotiations would be necessary to bring these figures into perspective. Durkin (1965) reported that "the chief method of paying temporary substitutes is the same rate per day for all substitutes in the district regardless of education, certification, or previous teaching experiences" (p. 90). Hartung (1972) considered this practice to be inconsistent relative to the pay scale of teachers. He stated, "one inequality which seems to be fairly prevalent is paying all substitute teachers the same flat rate" (p. 5).

One means of correcting this inequity is presented in Training Component I by introducing the school district's collective negotiation agreement. Training Component I discusses the items typically included in a collectively negotiated agreement. These items include such topics as salary, fringe benefits, dismissal procedures, and use of substitute teachers for duties other than teaching. As an example, the United Teachers of Dade (Florida) contract with the Dade County Public Schools states that "when employed for a specific length of time in excess of ten (10) days, a regular (permanent) substitute teacher shall receive the same salary and benefits as a contract teacher" (p. 28).

It is noteworthy that ERS (1977) reports that only 4.7% of substitute teachers were covered by collective negotiation agreements (p. 37), and therefore each district may or may not include the substitute teacher in a bargaining unit. Therefore, school district rules and regulations governing substitute teachers are presented in Component I, according to the policies and practices of each particular district.

Dismissal procedures are also presented in the first training component as one method of notifying the substitute teachers of their obligation and responsibility to serve the needs of the school district.

Activities related to the specific objectives of Training Component I include attendance at an introductory group lecture discussion of school district's goals and objectives. Additional activities to support the specific objectives utilize audio and visual presentations of recruitment and application processes as a method for employment and possible promotion of substitute teachers. This presentation would incorporate exercises in the completion of a sample application for employment and for certification as a substitute teacher.

A complete outline of the guidelines for Training Component I is presented in Table 9.

Training Component II

Training Component I was designed to present the school districts' philosophy, goals, and objectives. If these philosophies, goals, and objectives include maintenance of continuity of instruction in the absence of the regularly scheduled teacher, then Training Component II is designed to stress those factors by providing specific objectives for such maintenance. Jentzen and Vockell (1978) suggested that there are two general philosophies regarding the role of substitute teachers. These philosophies, which were also noted by Grieder (1972) are (1) to carry out the written lesson plans provided by the absent regularly scheduled teacher, or (2) to babysit the

Table 9

Guidelines for Training Component I

TITLE: ORIENTATION TO THE SCHOOL DISTRICT'S SUBSTITUTE TEACHER PROGRAM (Three Hours)

BRIEF DESCRIPTION:

This training component is designed to provide participants with a comprehensive body of information regarding major elements of the school district's substitute teacher program.

Participants include substitute teachers. Regular teachers and school level and district administrators participate as presentors and facilitators.

GENERAL OBJECTIVE:

To identify, for prospective substitute teachers, school district policies, practices, and procedures implemented in the administration of the substitute teacher program.

SPECIFIC OBJECTIVES: Given involvement in this activity, the participants will:

1. Identify their school district's goals and objectives.
2. Acquire knowledge of the substitute teacher recruitment process as a method for employment and subsequent promotion.
3. Understand the method of assignment of substitute teachers to a daily position.
4. Identify selected alternatives to utilization of daily substitute teachers in the absence of the regular teacher.

ACTIVITIES:

1. Attend introductory group lecture discussion. (Specific objectives 1, 2, 3, and 4)
2. Complete an application for employment and certification as a substitute teacher. (Specific objective 2)

Table 9

Continued

EVALUATION:

1. Participants will complete a pretest at the beginning of Training Component I.
 2. Participants will be assessed by trainers on their performance in group discussions for formative evaluative purposes.
 3. Participants will successfully complete the school district's application for substitute teacher employment.
 4. Participants will complete a posttest on the objectives in Training Component I, with 80% accuracy.
 5. Participants will complete the standard participants' evaluation form supplied by the staff development department of the school district.
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class with an emphasis on discipline rather than on a continuation of the learning process (p. 85).

Therefore, continuity of instruction will not be maintained if the school district's philosophy is merely to provide babysitters. Freedman (1975) noted that substitute teachers are not usually encouraged to make their own teaching contributions. He suggested that this condition exists because it cannot be assumed that substitute teachers are adequately prepared to make such contributions to the classroom learning environment. Therefore, Training Component II was designed to fulfill the requirements of the school district's philosophy of continuity of instruction by preparing substitute teachers to make a positive contribution to the classroom, as suggested by Freedman. As Manlove and Elliott (1979) noted, "In many localities the substitutes who are spending increased time in schools can be expected to provide more than student-sitting services" (p. 7). It therefore becomes reasonable to either select in the recruitment of substitute teachers persons qualified to present the school district's established curriculum or, in the absence of such people, a means for training substitute teachers to be more than babysitters, as implied above.

This training component, "Orientation to the generic domains of effective teaching", is designed to develop understanding by substitute teachers of theories, research, and practices of effective teaching. This training component will include planning and preparation for the substitute teaching experience, classroom management techniques, and examination of selected techniques and styles of teaching.

The participants in this training components will be prospective substitute teachers and substitute teachers who are presently included on the school district's roster of available and qualified substitute teachers. Both groups will participate as learners. Also included in this second training component will be selected regular teachers, school level administrators, and district level coordinators. The entire training component will be administered by district level supervisors. Durkin (1965), Woods and Woods (1974), and Rawson (1981) were in agreement with this staff composition.

Additional rationale for the presentation of the material contained in the specific objectives of Training Component II includes a positive alternative to questions raised by writers such as Esposito (1975), who asked, (1) are we going to make substitute teachers purposeful members of the school faculty, or, (2) will we continue to waste untold thousands of hours of classroom time each year while the regular teachers are not in schools, or (3) will educators be able to make substitute teachers' duties more challenging and more meaningful in order that we will attract the many qualified men and women now available? (p. 48).

The complaint that substitute teachers are babysitters has been well documented in this study and expressed by writers other than Esposito. Rundall (1981) was direct: "Gosh, sixty dollars a day for a babysitter!" (p. 43). To change this image, Rundall suggested that the school site administrator assist in the transition of the substitute teacher from a keeper of the peace to

a classroom manager. Some of his suggestions relevant to Training Component II include provisions which should be made available to the substitute teacher. They include (1) to provide an accurate seating chart, (2) to provide an interesting lesson plan with appropriate directions and alternatives (p. 43). Rundall's suggestions continue from the responsibility of the regularly scheduled teacher to the responsibility of the site administrator. Assistance by the site administrator should include (1) being present in the classroom of the absent teacher when class begins, (2) providing the substitute teacher with information regarding class schedules, planned fire drills, names of counselors, and other information useful in maintaining acceptable discipline throughout the day (pp. 43-44).

The school district must accept its responsibility for making necessary commitments to the substitute teacher program by affirming that substitute teachers are a vital segment of the daily education program. Collins (1982) emphasized that districts must affirm that substitute teachers are more than "casual laborers", that they are teaching professionals who are expected to maintain and to extend the curriculum endorsed by the district and planned by an absent teacher (p. 231).

Therefore, responsibility for the substitute teacher program belongs to the substitute teacher, the regular teachers, the site administrator, and the school district. Training Component II is a response to the challenge posed by these researchers by providing tools necessary to maintain continuity of instruction in the classroom during the absence of the regularly scheduled

teacher. Training Component II is provided to enable participants to obtain or reinforce specific techniques and competencies of effective substitute teaching.

This writer selected the generic competencies developed by the state of Florida as a basis from which the specific objectives of Training Component II might be met. These 23 generic competencies were intended to be mastered and incorporated into the teaching methods of regularly scheduled classroom teachers. The effective substitute teacher must also possess many of these skills. Based on a review of relevant literature, 14 of these 23 generic competencies have been selected for inclusion into Training Component II. These selected generic competencies for the substitute teachers are

1. Demonstrate the ability to orally communicate information on a given topic in a coherent and logical manner.
2. Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.
3. Demonstrate the ability to comprehend and interpret a message after listening.
4. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional material.
5. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.
6. Present directions for carrying out an instructional activity.
7. Establish a set of classroom routines and procedures for utilization and care of materials.

8. Formulate a standard for student behavior in the classroom.
9. Identify causes of classroom misbehavior and employ a technique or techniques for correcting it.
10. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups.
11. Demonstrate instructional and social skills which assist students in developing a positive self-concept.
12. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.
13. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs.
14. Demonstrate the ability to recognize and be aware of the instructional needs of exceptional students.

The activities involved in Training Component II are designed to complement these 14 specific objectives. An evaluation is also included for each activity in this training component. The guidelines for Training Component II are presented in outline form in Table 10.

Training Component III

To provide for continued learning of students, the substitute teacher must be appropriately oriented in the basic curricula as approved by the school district. The program content for Training Component III includes a statement of the school district's goals and objectives relative to the presentation of the established curriculum. Durkin (1965) found that of 21 orientation programs

Table 10

Guidelines for Training Component II

TITLE: ORIENTATION TO SELECTED GENERIC DOMAINS OF EFFECTIVE TEACHING (Eighteen Hours)

BRIEF DESCRIPTION:

This component is designed to enable participants to obtain or reinforce specific techniques and competencies of effective substitute teaching.

GENERAL OBJECTIVE:

To assist substitute teachers in applying selected generic domains of effective teaching, as established by the state of Florida.

Participants are substitute teachers. Facilitators include regular teachers, and school and district level coordinators.

SPECIFIC OBJECTIVES: Given involvement in the activities of this component, the participants will:

1. Demonstrate the ability to orally communicate information to students in a coherent and logical manner.
2. Demonstrate the ability to write in a logical, easily understood style, using appropriate grammar and sentence structure.
3. Demonstrate their ability to comprehend and interpret a message after listening.
4. Demonstrate their ability to read, comprehend, and interpret, orally and in writing, professional material, including the regular teachers' lesson plans and instructions.
5. Demonstrate their ability to motivate students by utilizing verbal and/or visual motivational devices.
6. Provide directions for presentation of an instructional activity.
7. Establish a set of classroom routines and procedures for the utilization and care of materials.

Table 10

Continued

8. Formulate standards for student behavior in the classroom, identify causes of classroom misbehavior, and employ a technique or techniques for correcting it.
9. Identify behaviors which reflect an acknowledgment of the worth and dignity of varied cultural, linguistic, ethnic, and economic groups.
10. Demonstrate instructional and social skills which assist students in developing a positive self-concept, and in interacting constructively with their peers.
11. Demonstrate teaching skills which assist students in developing and clarifying their own values, attitudes, and beliefs.
12. Identify the varied instructional needs of exceptional students, including those mainstreamed into regular classrooms.

ACTIVITIES:

1. Attend lectures and group discussions led by classroom teachers, counselors, and administrators. (Specific objectives 6, 7, 9, and 12)
2. Participate in role plays of various situations in the classroom. (Specific objectives 1, 2, 5, 8, 9, 10, and 11)
3. Engage in oral and written exercises. (Specific objectives 1, 2, 3, 4, and 6)
4. React to assigned readings and presentations and give oral reports on specific topics. (Specific objectives 1 and 4)
5. Analyze critically readings, audio and/or video tapes of classroom instruction and relate these to the local needs of the district's educational programs. (Specific objectives 5 and 12)
6. Teach mini-lessons demonstrating appropriate motivational and instructional techniques, to be critiqued by peers and facilitators. (Specific objectives 4, 5, and 6)
7. Participate in sharing activities designed to clarify participants' values, attitudes, and beliefs, and to further their awareness of the importance of the affective domain in teaching. (Specific objectives 9, 10, and 11)

Table 10

Continued

EVALUATION:

1. Participants will complete a pretest at the beginning of Training Component II.
 2. Participants will be assessed by trainers on their performance in group discussions, oral presentations, and simulations and role plays, for formative evaluation purposes.
 3. Participants will complete a posttest on the objectives in Training Component II, with 80% accuracy.
 4. Participants will complete the standard participants' evaluation form supplied by the staff development department of the school district.
-

in New Jersey, 17, or 81%, included an overview of the school district's curriculum and a presentation to familiarize potential substitute teachers with the textbooks to be used (p. 96). The same study noted that 95% of the school districts with orientation also included presentations of instructional planning techniques (p. 96). Durkin further reported in his findings that of the school districts that did not have orientation programs 47% reported that if they were to have such a program, instructional planning would be a part thereof and 46% said that school district curriculum standards would be included (p. 97).

The third training component, "Orientation to Curriculum", is presented as one method of enabling the substitute teachers to provide curriculum content and thus continue maintenance of instructional flow to students.

Collins (1982) recognized the need for having substitute teachers who could operate within the school district's curriculum, and added that the regular teacher's cooperation was essential. He stated: "Regular classroom teachers need to identify substitute teachers who function well in the classroom, who can teach specialized methods and curriculum, and who can interact well with students" (p. 231). Barrios and Kirkland's (1978) data revealed that only 25% of the substitute teachers in the Sacramento (California) City Unified School District demonstrated even limited skills in dealing appropriately with subject matter (p. 7).

Curriculum awareness must be a concern of the substitute teacher. Reynolds and Garfield (1971) reported on substitute teachers in Pittsburgh, as follows:

Predictably, job satisfaction is low. They are expected to teach, and want to teach, but they find there is little opportunity to do so. When our group of substitute teachers were asked to estimate what percentage of their teaching time was professionally satisfying to them, the average of responses was only 30 percent. (p. 81)

To provide a more professionally satisfying experience for these substitute teachers, the Pittsburgh School System's pilot program stressed curriculum presentation, which resulted in greater substitute teacher self confidence. (p. 87).

Selecting from the generic competencies and sub-skills which have been established by the state of Florida, Training Component III is designed to assist the substitute teacher in identifying instructional goals and learning activities directly related to subject areas. These selected competencies and sub-skills for substitute teachers are:

1. Identify state and district long-range goals for a given area.
2. Develop individual learning activities for students.
3. Demonstrate techniques for modifying materials to assist students in mastering an objective.
4. Identify alternative activities to achieve an instructional objective.
5. Identify and/or develop a system for keeping records of class and individual student progress.
6. Demonstrate the ability to comprehend and work with fundamental subject content.

Participants in Training Component III will be the prospective substitute teachers and substitute teachers. Both will participate in the activities of this training component as learners. Facilitators in this training component will be selected regular classroom teachers, school level curriculum administrators, and district curriculum coordinators. The rationale for this combination is the same as that presented for Training Component II. This third training component will be administered by district level administrators. Guidelines for Training Component III are presented in Table 11.

Suggestions for the Administration of the Inservice Training Program for Substitute Teachers

Harris (1980) recognized that "The directing and managing of the implementation processes . . . require careful attention to assure quality inservice education" (p. 165). He continues, ". . . assuming that inservice education programs are primarily the responsibility of local school districts, their operating policies provide direction for prioritizing, organizing, and delivering training experiences to local staff" (p. 174).

Five major administrative tasks cited by Harris relate to delivery of the three training components. They are: (a) scheduling, (b) staff assignment, (c) projecting training costs, (d) funding of the training, and (e) implementation. In addition to Harris' five tasks, a sixth administrative task, (f) an evaluation of the inservice training program, was considered vital by this researcher and is therefore included in the program management design.

Table 11

Guidelines for Training Component III

TITLE: ORIENTATION TO CURRICULUM (Three Hours)

BRIEF DESCRIPTION:

This training component is designed to provide participants with a general overview of curricula approved by the school district.

Participants include substitute teachers. Facilitators include regular teachers, school level curriculum administrators, and district curriculum coordinators.

GENERAL OBJECTIVE:

To assist substitute teachers in identifying instructional goals and related learning activities for selected subject areas.

SPECIFIC OBJECTIVES: Given involvement in the activities of this training component, the participants will:

1. Identify district long-range goals in specific subject areas.
2. Develop individual learning activities for students.
3. Demonstrate techniques for modifying materials to assist students in mastering an objective.
4. Identify alternative activities to achieve an instructional objective.
5. Identify and/or develop a system for keeping records of class and individual student progress.
6. Demonstrate the ability to comprehend and work with fundamental language arts, mathematical, science, and social studies concepts.

ACTIVITIES:

1. Attend lectures and group discussions led by classroom teachers, curriculum coordinators, and administrators.
(Specific objectives 1 and 2)
2. Develop, in small groups, individual learning activities for instructional objectives in a given subject area, and share those activities with other small groups.
(Specific objectives 2, 4, and 6)

Table 11

Continued

-
3. Attend a demonstration on adaptation of instructional materials to meet pre-stated objectives.
(Specific objectives 3, 4, and 6)
 4. Complete samples of district-approved class record forms.
(Specific objective 5)

EVALUATION:

1. Participants will complete a pretest at the beginning of Training Component III.
 2. Participants will be assessed by trainers on their small group and individual written work, for formative evaluation purposes.
 3. Participants will complete a posttest on the objectives of Training Component III, with 80% accuracy.
 4. Participants will complete the standard participants' evaluation form supplied by the staff development department of the school district.
-

Scheduling

Personnel who are responsible for the administration of inservice programs must constantly consider means of providing their school district's programs with the least amount of disruption to the scheduled routine and the greatest amount of teaching/learning productivity. Therefore, the careful scheduling of the inservice training program for substitute teachers may have strong impact on the degree of productivity of that program. The scheduling should accommodate all who are affected, which is often a difficult task. Furthermore, the schedule must provide sufficient flexibility for deletion or inclusion of training activities that respond to specific needs of the school district. Additionally, the schedule must allow that any number of unanticipated events or activities might develop. The administrative staff need to schedule the inservice program well in advance, perhaps as much as a year ahead, as Harris suggests (p. 166), to allow school personnel involved in the program ample opportunity to develop and arrange their individual schedules according to the district's schedule. Citing Harris,

An important aspect of directing and managing inservice programs involves securing a realistic balance between carefully scheduled activities that provide a structure clients and others can use while avoiding schedules that commit all resources and leave no flexibility for the processes of implementation. (p. 167)

Staff Assignment

Each inservice training component requires the assignment of an individual, or a group of individuals, to be responsible for its implementation. Wood, Thompson, and Russell (1981) note that

the success of an inservice program is proportionate to the quality of leadership provided during the program itself (p. 78). Berman and McLaughlin (1978) suggest that the implementation of and continuation of desired changes in school districts as a result of inservice practices appear to be more likely when the inservice program is provided by local staff. Conversely, Wood, Thompson, and Russell (1981) contend that while use of local staff as administrators and leaders of the inservice program may be preferred, their involvement should not be considered in lieu of expertise (p. 78). Harris (1980), writing on the same issue, noted that complex inservice training should be staffed by the school districts' personnel, whose primary assigned responsibility is related to developmental duties. He stated: "Long-term programs of inservice education cannot be expected to have continuity of purpose and experience without one or more regular staff persons guiding and directing such program over time" (p. 168).

Furthermore, the assignment of staff should include the requisite multifariousness of staff members necessary to accomplish the goals of the school district. Harris continues,

Inservice education programs of complexity, prolonged duration, or multiunit involvement will nearly always require the sustained leadership of a central staff supervisor, project director, or other staff member who does not have to teach school every day or operate a regular school program. (p. 169)

Projecting Training Expenditures

To implement an effective inservice training program, the selected staff must be aware of available resources and the

schools district's restraints on those resources. Successful inservice programs require support from all levels of administration in the form of allocation of time, personnel, materials, and funds. The support, however, cannot be provided unless the responsible school district administrative unit is properly and sufficiently informed of program needs by appropriate staff members. Such information regarding availability of resources thus becomes a necessary aid in assisting the staff as they justify priorities and select activities which are appropriate and feasible to the inservice program.

Funding for the Inservice Training Program

Many school districts have clearly defined, carefully budgeted allocations of funds for inservice education (Creekmur, 1977). Budgeting for the inservice programs is essential for their overall operation, including provisions for administrative costs, logistical support, equipment, communication needs, and any other items related to specific program components. The dollar level of funding for inservice education varies. Howsam (1977) suggested that 10% of the total school district budget should be spent on inservice education. Harris (1980) reported that Florida school districts allocate up to 6% of operating costs to inservice education, but noted that this figure does vary from year to year (p. 169). Harris further commented that the priority of funding for inservice education by school districts does not always equate to the same priority of private businesses. For example, in 1979 the Hillsborough County Public School district in Florida expended \$689,669, or .49% of its operating expenditure on its inservice

education programs. In comparison, similar staff development programs offered by the General Telephone Company to its employees located in the same county and in the same year spent \$4,000,000. This amounted to 2.10% of that company's operating budget (p. 171).

The needs for inservice training program funding can be met by means other than state or district revenues. Special fund raising projects, on-going parent organizations, special interest groups, and local business concerns, might all provide support. Irrespective of the funding source, however, the inservice training program must be funded at a level which supports the school districts' desired programs in accordance with each district's goals.

Implementation of the Inservice Training Program

Wood, Thompson, and Russell (1981) stated that the success of any workshop rests heavily on the leadership provided by persons who direct the inservice learning experience (p. 78). This aspect of the inservice training program is considered to be of such importance that the Institute for the Development of Educational Activities conducts training sessions for school district staff members on how to lead an inservice education training program. Harris (1980) states that the directing and managing of the implementation processes require careful attention to assure quality inservice education (p. 165). As Wood, Thompson, and Russell (1981) suggested, the leader should be someone who has already achieved the content, skills, and attitudinal objectives

to be learned by the participants (p. 79). Having obtained a leader qualified to lead the inservice program for substitute teachers according to the school district's philosophy, goals, and objectives, the program must be implemented if it is to have any further value to the school district. The best conceived plans must be put to use before results can be obtained and evaluated. The predetermined scheduling of the components of the inservice training program needs to be carefully adhered to, the planned activities must be monitored to detect unanticipated situational changes, and provisions must be in readiness to assure that time, personnel, materials, and other resources are sufficient.

Following the inservice training program, an evaluation, intended to improve on the components' values to the school district, must be conducted.

Evaluation

Throughout the inservice education program for substitute teachers, data are collected to determine program participants' progress toward objectives of the training components, the effectiveness of the learning experience, and the changes needed in the program. Dillon-Peterson (1981) contends that evaluation of staff development efforts has been primarily based on the opinions of participants; therefore, the validity of the evaluation instrument and determination of success or failure of the program was often decided by whether the participants enjoyed the activity and whether it was perceived by participants to be

helpful (p. 5). She continues her discussion of the evaluation instrument:

If there is an attempt to be explicit, the staff development leader may be tempted to select (as a measurable goal) an unimportant outcome which can be measured easily, as opposed to a more significant outcome which is more difficult to assess (p. 6).

She contends, however, that more frequently those who are responsible for inservice training program evaluations are attempting to be more explicit in regards to measurable program goals with the intent of being able to evaluate those goals more competently.

Harris (1980) emphasized the need for evaluation of inservice education programs, as follows:

The evaluation of inservice education operations should not be taken lightly. As one of the most important developmental operations, inservice education deserves careful, systematic evaluation. As an operation that is sensitive in the sense that personnel are very much concerned about the quality of inservice education, the program should therefore be evaluated rather closely. (emphasis his own, p. 299)

The intent of the evaluation is to improve the operation of the inservice training program. The need for these improvements should be supported by reinforcing evidence. It is further essential to determine program strengths to assure that they be maintained while possible revisions are being considered. Yet, traditionally, according to Harris, evaluations are often perceived as threatening. However, when inservice training program leaders are planning well, getting intended behavioral results, and are supporting their school district's needs, positive feedback is both reassuring and supportive (p. 300).

Duke and Corno (1981) in citing Weiss (1972), list four critical elements for minimal inservice program evaluation. They are (a) goals, (b) participants, (c) program, and (d) outcomes (p. 94).

The first task in program evaluation, according to Weiss' criteria, is to consider what was intended to be accomplished. Specifically, the goals and objectives of the program must be clarified and, once clarified, can more readily be verified. That is, the program goals must be evaluated, vis-a-vis the needs of the school district. Through identification of specific needs that are to be met by the school district, evaluation is then simplified and therefore more efficient. In detecting areas for improvement in the inservice training program relative to the district's needs, evaluation provides an essential element for improving the quality of the program.

The second element of the inservice program evaluation is the participant. It is the participant who will be the focus of the program, who the learning is intended to reach, and who will in most instances evaluate the program. The participants in the inservice training program need and should profit from the reinforcement provided by such evaluation.

The program itself, the third element of the evaluation process, should be evaluated to determine the extent to which it was implemented in relation to the school district's goals and to identify additional factors that might support the school district's philosophy and objectives in future inservice training program efforts. Therefore, the inservice training program must

be evaluated relative to the adequacy or inadequacy of the program in meeting the district's identified needs. That is, did the program produce the desired results?

Duke and Corno (1981) emphasized that

All of the previously mentioned factors -- ranging from the intended goals of the program and the participants to the actual form of staff development and the context in which it occurs -- are important because they have the potential to influence program outcomes. (p. 97, emphasis added)

Thus, the evaluation of the program results or outcomes, the fourth element, is a critical phase of the inservice training assessment. Furthermore, the timing of the collection of the data is very important. Again citing Duke and Corno (1981): "In general, evaluations that obtain outcome data at one time only are less useful for decision-making purposes. Evaluators . . . should provide for outcome measures taken at several times during and after program implementation" (p. 98).

In consideration of the foregoing information, therefore, the recommendation for the evaluation of the inservice training program for substitute teachers in this study incorporates an eclectic approach. This approach includes pretests and posttests, participant reaction forms (usually the standard component evaluation form supplied by the staff development department of the school district), and various other measures of assessment by trainers and peers of the performance of participants while engaged in the activities designed for the various training components. More detailed rationale for the inclusion of some of these measures is found in the guidelines for the inservice training components earlier in this chapter.

Summary

Chapter III has presented guidelines for three components of inservice training programs for substitute teachers in the state of Florida with suggested administrative applications of these guidelines. These guidelines were developed in response to the fourth specific aspect of the study, "develop guidelines for inservice training programs for substitute teachers, based upon a review of the literature and reported studies, and on Florida school districts' policies and practices", and the fifth specific aspect of the study, "develop, from the literature reviewed, suggestions for the administration of inservice training programs for substitute teachers."

The three training components were comprised of twenty-two specific objectives. These specific objectives were field-tested and validated by those persons directly responsible for substitute teacher programs in the individual school districts in Florida as described in Chapter I.

The first training component was designed to provide prospective substitute teachers information which would enable them to identify school district policies, practices, and procedures implemented in the administration of the school districts' substitute teacher program. The four specific objectives of this first component were gleaned from the literature review.

The second training component was designed to enable substitute teachers to obtain or reinforce specific techniques and competencies for effective substitute teaching. Specific enablers were selected generic domains of effective teaching as established

by the state of Florida. The 12 specific objectives were included in the second training component.

The third training component was designed to provide substitute teachers with a general overview of the curricula approved by the individual school districts. It was further designed to assist substitute teachers to identify instructional goals and related learning activities for selected subject areas. The six specific objectives in this training component were arrived at as a result of an analysis of the literature and research regarding substitute teachers, as detailed in Chapter II.

Additionally, an aspect of the validation instrument was presented to the school district administrators to determine the preferred administrative applications of the three training components and of the 22 specific objectives. Four administrative applications were suggested for selection by the individual school districts and additional space was provided in the questionnaire for open-ended respondent feedback as to other preferred applications.

The results of the validation instrument, included herein as Appendix D, are reported and discussed in Chapter IV.

CHAPTER IV VALIDATION OF THE SPECIFIC OBJECTIVES

This chapter will report and discuss the results of the mailed validation instrument. This specific aspect of the study was designed to assess the need for and relative adequacy of the program objectives which were developed, based upon the literature review, and then presented and discussed in Chapter III. Validation of the specific objectives, relative to the size of the school districts' student enrollment, was derived from the responses to a survey of Florida's school administrators directly involved with substitute teachers and inservice training programs. Therefore, the purpose of this fourth chapter is to report the findings as indicated by the respondents. The responses of the 59 school districts are summarized herein. This presentation addresses the sixth aspect of this study, as presented in the problem statement in Chapter I. The responses include evaluation of the objectives of the three specific training components and selected administrative issues regarding implementation of the inservice training program. Each of the inservice training components are presented with findings derived from the responses of the participating school districts in Florida. First, the specific objectives of the first three inservice training components are presented, with selected notations of clustered responses. Second, a table of all responses to each dimension of the specific objectives of the first three inservice training components is included. Third, data regarding the surveyed administrative issues are summarized by tables which note the number of responses to each of the

first four preferences. In reporting the findings, discrepancies in percentages resulted from rounding of totals and therefore total figures of the responding school districts did not always equal 100%.

A portion of the inservice training program questionnaire is non-quantifiable, as it involves qualitative comments about the guidelines for inservice offered in this study. These comments were optional and requested of the school districts under "E" and "F" in part IV, "Preferred Administrative Issues", of the survey questionnaire. In order to include these additional remarks, excerpts from actual comments written by the school districts are individually noted.

Results of Validation

The survey questionnaire included three components and one section relating to preferred administrative issues of the inservice training program. The first component contained four specific objectives and each of these dimensions of Component I requested two distinct responses. The first response, "Response a", in the tables, indicated that the specific objective either was or was not being implemented as an inservice training program in the responding school district. The second response, "Response b", indicated the degree to which the responding school district agreed that the objective would be essential to a high quality inservice training program for substitute teachers. A response of "5" indicated strong agreement, a "4" indicated agreement, a "3" indicated that the respondent was undecided, a "2" indicated disagreement, and a "1" indicated strong disagreement that the specific objective was essential.

The second training component contained twelve specific objectives, with the same format for responses as Training Component I. The third training component also contained the identical format as Training

Component I; however, this component contained six specific objectives. The fourth section asked the respondents to assume that their school district was to implement an inservice training program for substitute teachers predicated upon the first three training components presented in the survey questionnaire. Based on this assumption, the school district administrators were asked to indicate their preferences for application of the inservice training program for substitute teachers as it related to program administration. Four suggestions were made to the administrators for their selection. Space was provided for additional comments or suggestions for preferred administrative application of these training components.

Training Component I

The first inservice training component for which responses were solicited was designed to provide prospective substitute teachers information to identify school district policies, practices, and procedures which had been implemented into the administration of the substitute teacher program of the school districts. Given involvement in the first inservice training component, each school district was asked to rate their need for substitute teachers in their school district to attain four specific objectives in their inservice training program.

Specific objectives

A. Identify your school district's goals and objectives. Of the 53 school district administrators who responded to this specific item, 17 (34%) indicated that their school district was presently implementing this dimension of the first training component as part of their existing inservice training program. Of that same group, 33 (66%) indicated that

their school district was not doing so. Table 12 presents all usable responses received relative to this item.

Respondents were also asked to rate this specific objective according to their perceived need for implementation into an inservice training program for substitute teachers. Table 12 indicates that 40 (76%) of all responding school districts strongly agreed or agreed that substitute teachers needed to identify their school districts' goals and objectives. Seventy-eight percent of the large school districts, 71% of the medium-size school districts, 93% of the small school districts, and 59% of the very small school districts so responded. This objective had the highest individual response of agreement or disagreement for the four specific objectives of the first component.

B. Acquire knowledge of the substitute teacher recruitment process as a means for employment and subsequent promotion to a full time teaching position. Table 13 reflects that 18 (35%) of the 51 responding school district administrators indicated that this item of the first training component was presently being implemented as inservice training for substitute teachers in their school district. Thirty-three (65%) of all respondents said that this was not a part of their inservice training program for substitute teachers. However, 27 districts (53%) did state that they agreed or strongly agreed that this aspect should be included in an inservice training component.

When analyzed by school district size, the respondents indicating agreement and strong agreement were as follows: large districts, 54%; medium districts, 64%; small districts, 66%; and very small districts, 25%. Significantly, the very small districts overwhelmingly (41%) either disagreed or strongly disagreed that this aspect of training component I

Table 12

Distribution of Responses from Florida School Districts Relative to Component I, Specific Objective A:
Identify Your School District's Goals and Objectives

Size of School Districts										
Large			Medium			Small			Very Small	
N	Z		N	Z		N	Z		N	Z
Response a: Presently being implemented as inservice.										
Yes	6	46	4	29	5	45	2	17	17	34
No	7	54	10	71	6	54	10	83	33	66
Total	13	100	14	100	11	99	12	100	50	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.										
5	9	64	8	57	8	62	5	42	30	57
4	2	14	2	14	4	31	2	17	10	19
3	3	21	3	21	1	8	4	33	11	21
2	0	0	1	8	0	0	0	0	1	2
1	0	0	0	0	0	0	1	8	1	2
Total	14	99	14	100	13	101	12	100	53	101

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 13

Distribution of Responses from Florida School Districts Relative to Component I, Specific Objective B:
 Acquire Knowledge of the Substitute Teacher Recruitment Process as a Means for Employment and
 Subsequent Promotion to a Full Time Teaching Position

		Size of School Districts									
		Large		Medium		Small		Very Small		Total	
		N	%	N	%	N	%	N	%	N	%
Response a: Presently being implemented as inservice.											
Yes		5	39	6	43	4	33	3	25	18	35
No		8	62	8	57	8	67	9	75	33	65
Total		13	101	14	100	12	100	12	100	51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.											
5		2	15	6	43	4	33	3	25	15	29
4		5	39	3	21	4	33	0	0	12	24
3		6	46	3	21	2	17	4	33	15	29
2		0	0	1	7	1	8	4	33	6	12
1		0	0	1	7	1	8	1	8	3	5
Total		13	100	14	99	12	99	12	99	51	99

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

should be included in an inservice training program for substitute teachers, whereas none of the large school districts so indicated.

C. Become aware of the method of assignment of substitute teachers to a daily position. Table 14 reflects that 45% of the responding school districts and only 25% of the responding small school districts implement this dimension of the first component. However, 58% strongly agree or agree that this aspect of Component I is essential to a high quality inservice training program for substitute teachers, and therefore should be included in such a program. Significantly, 66% of the responding small school districts considered this specific objective to be essential, although 75% are not implementing it. Fifty-five percent of all responding school districts indicated that this dimension was not being implemented in their school district, which represents the lowest percentage of non-implementation of the four specific objectives of the first inservice training component.

D. Acquire knowledge of alternatives to the use of a substitute teacher when the regular teacher is unavailable. Table 15 reports this fourth objective of the first training component, which received 52 usable responses from individual school district administrators in Florida. Seventy-three percent of these administrators indicated that their school district was not implementing this specific objective. This dimension also received the greatest percentage, 25%, of responses indicating disagreement or strong disagreement with the inclusion of this specific objective of Component I into the inservice training program. Significantly, 29% of the large and 14% of the medium sized districts noted strong disagreement with this specific objective, while none of the small or very small districts so indicated.

Table 14

Distribution of Responses from Florida School Districts Relative to Component I, Specific Objective C:
 Become Aware of the Method of Assignment of Substitute Teachers to a Daily Position

Size of School Districts															
		Large			Medium			Small			Very Small			Total	
		N	%		N	%		N	%		N	%		N	%
Response a:		Presently being implemented as inservice.													
Yes		9	69		6	43		3	25		5	42		23	45
No		4	31		8	57		9	75		7	58		28	55
Total		13	100		14	100		12	100		12	100		51	100
Response b:		This objective is essential to a high quality inservice training program for substitute teachers.													
5		4	31		6	46		4	33		2	17		16	32
4		4	31		2	15		4	33		3	25		13	26
3		4	31		2	15		2	17		3	25		11	22
2		1	7		2	15		2	17		4	33		9	18
1		0	0		1	8		0	0		0	0		1	2
Total		13	100		13	99		12	100		12	100		50	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 15

Distribution of Responses from Florida School Districts Relative to Component I, Specific Objective D:
Acquire Knowledge of Alternatives to the Use of a Substitute Teacher When the Regular Teacher
Is Not Available

Size of School Districts									
Large			Medium			Small			Total
N	%	N	%	N	%	N	%	N	%
Response a: Presently being implemented as inservice.									
Yes	3	23	3	21	3	25	5	42	14
No	10	77	11	79	9	75	7	58	37
Total	13	100	14	100	12	100	12	100	51
Response b: This objective is essential to a high quality inservice training program for substitute teachers.									
5	4	29	4	29	3	25	2	17	13
4	4	29	2	14	5	42	3	25	14
3	2	14	3	21	4	33	3	25	12
2	0	0	3	21	0	0	4	33	7
1	4	29	2	14	0	0	0	0	6
Total	14	101	14	99	12	100	12	100	52

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Summary of responses to the specific objectives of Inservice Training

Component I. The first training component was designed to provide prospective substitute teachers information regarding school district policies, practices, and procedures relative to the administration of that district's substitute program. Of the 51 school districts responding to this specific dimension, 35% indicated that one or more of the four specific objectives were being implemented as inservice in their school district. Of those respondents, 65% indicated that they were not implementing one or more of the four given specific components. Sixty-six percent, 68%, and 69% of the medium, small, and very small districts, respectively, so indicated. The differences in these percentages are minor. Significantly, however, a large majority, 59% of the school districts, agreed or strongly agreed that one or more of these specific objectives would be essential to a high quality inservice training program for substitute teachers. Only 17% responded that they disagreed or strongly disagreed with the same premise. Although the school districts in Florida are not, to a large extent (65%), involving prospective substitute teachers in the district's inservice training program, those same responding school districts consider the four specific objectives of Training Component I to be highly desirous.

Training Component II

The second training component for which responses were solicited was designed to enable prospective substitute teachers to obtain or reinforce specific techniques and competencies for effective substitute teaching. Specific enablers included selected generic domains of effective teaching which had been established by the state of Florida. Each of the sixty-seven school districts in Florida was asked if the twelve specific

objectives were being implemented in their respective school districts. As in Training Component I, the same school administrators, given involvement of their district in the second training component, were asked to rate the need for substitute teachers to attain the same twelve selected enablers.

Specific objectives

A. Demonstrate the ability to orally communicate information to students in a coherent and logical manner. Fifty-two school districts responded to this specific objective. Table 16 indicates that only 29% of all respondents were implementing this dimension in their inservice training program. However, an overwhelming number (94%) agreed or strongly agreed that this was an essential aspect for a high quality inservice training program for substitute teachers. It is significant that no school districts of any size category considered this specific objective to be either disagreeable or strongly disagreeable. Further, only three districts were undecided. It is evident, therefore, that this specific objective is considered to be a prime element in an inservice training program if it is to be of high quality.

B. Demonstrate the ability to write in a logical, easily understood style, utilizing appropriate grammar and sentence structure. The response of the school districts relative to this second objective closely paralleled the findings of the first objective of this component. Specifically, only 22% of all respondents were implementing this dimension, while the same 94% considered this to be an essential objective. Significantly, 100% of the very small school districts strongly (8%) or very strongly (92%) considered this to be so. Again, as in the first specific objective of this component, three school districts were undecided

Table 16

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective A: Demonstrate the Ability to Orally Communicate Information to Students in a Coherent and Logical Manner

	Size of School Districts							
	Large		Medium		Small		Very Small	
	N	%	N	%	N	%	N	%
Response a:	Presently being implemented as inservice.							
Yes	5	39	2	14	2	17	6	50
No	8	61	12	86	10	83	6	50
Total	13	100	14	100	12	100	12	100
Response b:	This objective is essential to a high quality inservice training program for substitute teachers.							
5	11	85	12	86	7	54	11	92
4	0	0	1	7	6	46	1	8
3	2	15	1	7	0	0	0	0
2	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
Total	13	100	14	100	13	100	12	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

in their response. Table 17 reports the total responses relative to this specific objective.

C. Demonstrate the ability to comprehend and interpret a message after listening. The pattern for strong agreement for the inclusion of the specific objectives of this second component continued into this third specific objective. As noted above, while less than one-quarter of the responding school districts reported that they were implementing this dimension of the second component, 94% strongly agreed or agreed that it should be included as essential to a high quality inservice training program for substitute teachers. Specifically, among the large districts, 85% so responded, as did 93% of the medium-sized districts, 100% of the small districts, and 100% of the very small districts. As Table 18 indicates, of the 51 school districts responding to this item, only three were undecided, while no district indicated disagreement nor strong disagreement with this dimension of the second component.

D. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional materials, including the regular teacher's lesson plans and instructions. Table 19 shows that the school districts that returned the survey questionnaire were in very strong support of this specific objective being essential for an inservice training program for substitute teachers. One hundred percent of the large districts, 93% of the medium districts, and 100% of both the small and the very small districts strongly agreed or agreed that this should be one of the specific objectives to be included in an inservice training program for their substitute teachers. However, as Table 19 also indicates, only 27% of the school districts that responded to this item reported that this dimension

Table 17

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective B:
Demonstrate the Ability to Write in a Logical, Easily Understood Style, Utilizing Appropriate Grammar and
Sentence Structure

Size of School Districts															
		Large			Medium			Small			Very Small			Total	
		N	%		N	%		N	%		N	%		N	%
Response a:		Presently being implemented as inservice.													
Yes	4	31	2	15	2	17	3	25	11	22					
No	9	69	11	85	10	83	9	75	39	78					
Total	13	100	13	100	12	100	12	100	50	100					
Response b:		This objective is essential to a high quality inservice training program for substitute teachers.													
5	9	69	11	79	7	58	11	92	39	75					
4	3	23	1	7	5	42	1	8	10	19					
3	1	8	2	14	0	0	0	0	3	6					
2	0	0	0	0	0	0	0	0	0	0					
1	0	0	0	0	0	0	0	0	0	0					
Total	13	100	14	100	12	100	12	100	51	100					
5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree															

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 18

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective C:
 Demonstrate the Ability to Comprehend and Interpret a Message After Listening

Size of School Districts														
Large				Medium				Small				Very Small		Total
	N	%		N	%		N	%		N	%		N	%
Response a:				Presently being implemented as inservice.										
Yes	4	31	2	18	2	17	4	33					12	24
No	9	69	11	82	10	83	8	67					38	76
Total	13	100	13	100	12	100	12	100					50	100
Response b:				This objective is essential to a high quality inservice training program for substitute teachers.										
5	10	77	11	79	7	58	9	75					37	73
4	1	8	2	14	5	42	3	25					11	21
3	2	15	1	7	0	0	0	0					3	6
2	0	0	0	0	0	0	0	0					0	0
1	0	0	0	0	0	0	0	0					0	0
Total	13	100	14	100	12	100	12	100					51	100
= strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree														

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 19

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective D:
 Demonstrate the Ability to Read, Comprehend, and Interpret, Orally and in Writing, Professional
 Materials, Including the Regular Teacher's Lesson Plans and Instructions

Size of School Districts									
Large			Medium			Small			Total
N	Z		N	Z		N	Z		
Response a: Presently being implemented as inservice.									
Yes	4	29	3	21		2	17	5	42
No	10	71	11	79		10	83	7	58
Total	14	100	14	100		12	100	12	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.									
5	11	79	13	93		7	58	7	58
4	3	21	0	0		5	42	5	42
3	0	0	1	7		0	0	0	0
2	0	0	0	0		0	0	0	0
1	0	0	0	0		0	0	0	0
Total	14	100	14	100		12	100	12	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

of the second component was presently being implemented as inservice in their district.

E. Demonstrate the ability to motivate students by utilization of verbal and/or visual motivational devices. Table 20 reflects that 24% of all responding school districts include this specific objective in their inservice training program, while over three-fourths (76%) do not do so. Although such a large proportion of the school districts noted that this aspect was not being implemented in their school district, an even larger percentage, 88%, either strongly agreed or agreed that this dimension was also vital to a high quality inservice training program for substitute teachers. No school district disagreed or strongly disagreed that this specific objective should be so included.

F. Present directions for implementation of an instructional activity. The similarity of responses to each of the specific objectives to Component II continued in that only 24% of the school districts responding to this item indicated that their district was including this specific objective in their inservice training program, while 76% reported that their district was not. No district indicated disagreement nor strong disagreement with this item. Ninety-four percent did indicate that their district either agreed or strongly agreed that this aspect of Component II was considered to be necessary if their district was to have an inservice training program of excellence for substitute teachers. One each of the medium, small, and very small districts was undecided, while 100% of the large districts either agreed or strongly agreed that this specific objective should be included in such a program. Table 21 reflects all of the figures relative to this objective.

Table 20

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective E:
 Demonstrate the Ability to Motivate Students by Utilization of Verbal and/or Visual Motivational
 Devices

Size of School Districts										
Large			Medium			Small			Very Small	
N			Σ			N			Σ	
Total									Total	
Response a:			Presently being implemented as inservice.							
Yes	4	31	2	14	2	17	4	33	12	24
No	9	69	12	86	10	83	8	67	39	76
Total	13	100	14	100	12	100	12	100	51	100
Response b:			This objective is essential to a high quality inservice training program for substitute teachers.							
5	9	69	9	64	6	50	7	58	31	61
4	4	31	3	21	4	33	3	25	14	27
3	0	0	2	14	2	17	2	17	6	12
2	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
Total	13	100	14	99	12	100	12	100	51	100
5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree										

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 21

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective F:
Present Directions for Implementation of an Instructional Activity

		Size of School Districts									
		Large		Medium		Small		Very Small		Total	
		N	%	N	%	N	%	N	%	N	%
Response a: Presently being implemented as inservice.											
Yes		3	23	2	14	2	17	5	42	12	24
No		10	77	12	86	10	83	7	58	39	76
Total		13	100	14	100	12	100	12	100	51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.											
5		8	67	11	79	8	67	8	67	35	70
4		4	33	2	14	3	25	3	25	12	24
3		0	0	1	7	1	8	1	8	3	6
2		0	0	0	0	0	0	0	0	0	0
1		0	0	0	0	0	0	0	0	0	0
Total		12	100	14	100	12	100	12	100	50	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

G. Establish a set of classroom routines and procedures for the utilization and care of materials. Twenty-nine percent of the school districts reported that they were implementing this specific objective in their inservice programs, while 71% of the 51 responding school districts did not.

The large school districts reported 91% agreement or strong agreement for this dimension of the second training component. The medium, small, and very small districts reported 86%, 75%, and 84%, respectively, that they too agreed that this objective should be a part of a high quality inservice training program for substitute teachers. Although these percentages continue to be very high, they represent the first report in the study of Training Component II in which the percentage is below 85%. Noteworthy, albeit not significant, is also the fact that it is the first report of disagreement for the inclusion of an item in the second training component. As reflected in Table 22, one very small district did disagree.

H. Formulate standards for student behavior in the classroom, identify causes of classroom misbehavior, and employ a technique or techniques of correction of any such behavior. Of the 51 school districts responding to the query for the need for this specific objective of the second component, 100% of the large districts, 93% of the medium districts, and 92% of both the small and very small districts indicated that they either agreed or strongly agreed that this dimension was essential. As in previous items of this second inservice training component, and although there existed strong support for the inclusion of this specific objective, the responding school districts also reported that 71% were not implementing such an objective in their existing program. Table 23 details the school districts' responses to this objective.

Table 23

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective H: Formulate Standards for Student Behavior in the Classroom, Identify Causes of Classroom Misbehavior, and Employ a Technique or Techniques for Correction of Any Such Behavior

		Size of School Districts								Total	
		Large		Medium		Small		Very Small			
		N	%	N	%	N	%	N	%	N	%
Response a: Presently being implemented as inservice.											
Yes		6	46	3	21	2	17	4	33	15	29
No		7	54	11	79	10	83	8	67	36	71
Total		13	100	14	100	12	100	12	100	51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.											
5		9	69	11	79	11	92	9	75	40	78
4		4	31	2	14	0	0	2	17	8	16
3		0	0	1	7	1	8	1	8	3	6
2		0	0	0	0	0	0	0	0	0	0
1		0	0	0	0	0	0	0	0	0	0
Total		13	100	14	100	12	100	12	100	51	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

I. Identify behaviors which reflect an acknowledgment of the worth and dignity of varied cultural, linguistic, ethnic, and economic groups.

Of the 51 school districts who responded to this specific item, 18% indicated that this dimension of the second component was presently being implemented in their inservice training program. This was the lowest percentage reported for all specific objectives in Training Component II. Although 100% of the large districts either agreed or strongly agreed that this aspect of the component should be considered essential to a high quality inservice training program for substitute teachers, only 66% of the very small districts so indicated. One very small district, the only reporting district to do so, disagreed with this dimension being included in the program. Table 24 reflects that the medium and small districts were more in agreement by reporting 85% and 84% respectively on the same specific objective. Fourteen percent of all reporting school districts were undecided about this dimension of Training Component II.

J. Demonstrate instructional and social skills which assist students in the development of a positive self-concept and in interacting constructively with their peers. Table 25 shows that 81% of the 51 school districts responding to this item were not implementing this specific objective in their districts' inservice program. Of the large districts, 31% were implementing this dimension, while 14%, 17%, and 17% of the medium, small, and very small districts, respectively, were not doing so. The large difference between the large districts and the other three groups regarding current implementation is also reflected in the perceived need to have this item included in a high quality inservice training program. While 93% of the large districts reported that they considered this item to be essential, the medium, small, and very small districts reported

Table 25

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective J: Demonstrate Instructional and Social Skills Which Assist Students in the Development of a Positive Self-concept and in Interacting Constructively with Peers

	Size of School Districts									
	Large			Medium			Small			Total
	N	Z	N	Z	N	Z	N	Z	N	Z
Response a: Presently being implemented as inservice.										
Yes	4	31	2	14	2	17	2	17	10	19
No	9	69	12	86	10	83	10	83	41	81
Total	13	100	14	100	12	100	12	100	51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.										
5	5	39	7	50	7	58	4	35	23	45
4	7	54	4	29	2	17	2	17	15	29
3	0	0	3	21	3	25	5	42	11	21
2	1	8	0	0	0	0	1	8	2	4
1	0	0	0	0	0	0	0	0	0	0
Total	13	101	14	100	12	100	12	100	51	99

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

respective figures of 79%, 75%, and 50%. A difference of 43 percentage points existed between the large and the very small districts.

K. Demonstrate teaching skills which assist students in developing and clarifying their values, attitudes, and beliefs. The identical results for specific objective J were also reported for specific objective K, relative to response "a", implementation of this objective in their present inservice training programs. However, the 51 school districts that responded to this item, as reflected in Table 26, were more in agreement with each other than they were in specific objective J. Thirty-nine percent of the large districts strongly agreed that this dimension should be included in the inservice training program for substitute teachers. Forty-three percent of the medium-sized districts, 33% of the small districts, and 42% of the very small districts, also reported strong agreement to the inclusion of this item in the program. This was a difference of only three percentage points between the large and very small school districts and 10 percentage points between the medium and small school districts.

L. Identify the varied instructional needs of exceptional students, including those mainstreamed into the regular classrooms. The responses received from the 51 school districts that replied to this specific objective continue the pattern of placing a high priority, 70%, on the inclusion of this item in a quality inservice training program for substitute teachers, while 81% reported that their district was not presently doing so. Table 27 reflects that responses to this specific objective included a larger number of undecided school districts. Twenty-four percent of the school districts who responded to this item so indicated. Analysis of school district responses by size of student

Table 26

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective K:
 Demonstrate Teaching Skills Which Assist Students in Developing and Clarifying Their Values, Attitudes,
 and Beliefs

Size of School Districts													
Large			Medium			Small			Very Small			Total	
N	%		N	%		N	%		N	%		N	%
Response a: Presently being implemented as inservice.													
Yes	4	31	2	14		2	17		2	17		10	19
No	9	69	12	86		10	83		10	83		41	81
Total	13	100	14	100		12	100		12	100		51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.													
5	5	39	6	43		4	33		5	42		20	39
4	5	39	3	21		2	17		2	17		12	24
3	3	23	5	36		3	25		4	33		15	29
2	0	0	0	0		3	25		1	8		4	8
1	0	0	0	0		0	0		0	0		0	0
Total	13	101	14	100		12	100		12	100		51	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 27

Distribution of Responses from Florida School Districts Relative to Component II, Specific Objective L:
Identify the Varied Instructional Needs of Exceptional Students, Including Those Mainstreamed into the
Regular Classrooms

		Size of School Districts											
		Large		Medium		Small		Very Small		Total			
		N	%	N	%	N	%	N	%	N	%	N	%
Response a:		Presently being implemented as inservice.											
Yes		3	23	2	14	2	17	3	25	10	19		
No		10	77	12	86	10	83	9	75	41	81		
Total		13	100	14	100	12	100	12	100	51	100		
Response b:		This objective is essential to a high quality inservice training program for substitute teachers.											
5		5	42	9	64	5	42	3	25	22	44		
4		4	33	2	14	3	25	4	33	13	26		
3		3	25	3	21	2	17	4	33	12	24		
2		0	0	0	0	2	17	1	8	3	6		
1		0	0	0	0	0	0	0	0	0	0		
Total		12	100	14	99	12	101	12	99	50	100		

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

population revealed that 75% of the large school districts, 78% of the medium, 67% of the small, and 58% of the very small were either in agreement or strong agreement with the need for this objective.

Summary of responses to the specific objectives of Inservice Training Component II. The second training component was designed to enable substitute teachers to obtain or reinforce specific techniques and competencies for effective substitute teaching. Specific enablers were selected generic domains of effective teaching as established by the state of Florida. The responses of the school districts relative to the twelve specific objectives of this second inservice training component resulted in a distinct pattern. An average of 24% of the districts reported that their district was presently implementing one or more of these twelve dimensions in their inservice programs, while 76% reported that their school district was not doing so. Although the school districts, by a 3 to 1 ratio, were not implementing at least one of these items, a preponderance of the reporting school districts, 85%, indicated that they strongly agreed or agreed that these aspects of the second training component would be essential elements to a high quality inservice training program for substitute teachers. Significantly, no district, regardless of size, reported strong disagreement with the inclusion of any of the twelve specific objectives of Component II.

Training Component III

The third training component was designed to provide substitute teachers with a general overview of the curricula approved by the individual school districts. This overview included assistance for the substitute teacher in the identification of instructional goals and related learning activities for selected subject areas. Given involvement in this

third training component, the school districts were requested to rate the need for substitute teachers to attain six selected objectives in a quality inservice training program for substitute teachers.

Specific objectives

A. Identify district long-range goals in specific subject areas.

Table 28 shows that of the 51 reporting school districts, 16% implemented this specific objective in their inservice program at the time they received the survey questionnaire, while 84% did not. This percentage of implementation was consistent with the school districts' perceived need for inclusion of this item in such a program for substitute teachers. Sixty-four percent of school districts responding to this item reported strong disagreement, disagreement, or being undecided, while no large school district strongly agreed that this dimension should be included in such a program.

B. Develop individual learning activities for students. Table 29 shows a similar pattern to the results in Table 29. That is, 17% of the school districts responding to this item indicated that this objective of the third training component was being implemented in their district. However, there was more agreement among the school districts that this aspect should be included. Fifty-nine percent of the large districts so indicated, as did 86% of the medium districts, 62% of the small districts, and 50% of the very small districts. Eight percent of the school districts responding noted that there was disagreement or strong agreement that this item be included in a high quality inservice training program for substitute teachers.

C. Demonstrate techniques for modifying materials to assist students in mastering an objective. The same percentage of the 51 respondents to

Table 28

Distribution of Responses from Florida School Districts Relative to Component III, Specific Objective
 A: Identify District Long-Range Goals in Specific Subject Areas

Size of School Districts															
		Large			Medium			Small			Very Small			Total	
		N	%		N	%		N	%		N	%		N	%
Response a: Presently being implemented as inservice.															
Yes		3	23	2	14		2	17		1	8		8	16	
No		10	76	12	86		10	83		11	92		43	84	
Total		13	99	14	100		12	100		12	100		51	100	
Response b: This objective is essential to a high quality inservice training program for substitute teachers.															
5		0	0	1	8		2	17		2	17		5	10	
4		4	36	2	15		5	42		1	8		12	25	
3		4	36	6	46		4	33		5	42		19	39	
2		2	18	3	23		1	8		2	17		8	17	
1		1	9	1	8		0	0		2	17		4	8	
Total		11	99	13	100		12	100		12	101		48	99	

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 29

Distribution of Responses from Florida School Districts Relative to Component III, Specific Objective B: Develop Individual Learning Activities for Students

Size of School Districts									
	Large			Medium			Small		
	N	%		N	%		N	%	
Presently being implemented as inservice.									
Response a:									
Yes	3	23	1	7	2	17	3	25	9
No	10	77	13	93	10	83	9	75	42
Total	13	100	14	100	12	100	12	100	51
Response b: This objective is essential to a high quality inservice training program for substitute teachers.									
5	5	42	5	36	1	8	3	25	14
4	2	17	7	50	7	54	3	25	19
3	4	33	2	14	3	23	5	42	14
2	1	8	0	0	1	8	1	8	3
1	0	0	0	0	1	8	0	0	1
Total	12	100	14	100	13	101	12	100	51

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

this specific objective, 17%, presently included this item in their district's inservice training program, as did the respondents to the previous objective. However, 61% strongly agreed or agreed that this dimension of the study should be an integral aspect of such a program (see Table 30). Although none of the school districts who responded to the study indicated strong disagreement with the inclusion of this specific objective in their districts' program, 39% either disagreed or were undecided about incorporating this particular item into such a program. Fifty-four percent of the large districts strongly agreed or agreed with the need for this objective, while 72% of the medium-sized districts, 67% of the small, and 50% of the very small did so.

D. Identify alternative activities to achieve an instructional objective. The same total response percentage was received from the 51 school districts who replied to this item, as reported in both specific objectives III-B and III-C. That is, 17% of all school districts responding to this item indicated that their school district was implementing this dimension of the third component as inservice, while 83% reported that their districts were not doing so. While 58% of all school districts who responded to this aspect of the third training component agreed or strongly agreed that this item should be included in a high quality inservice training program for substitute teachers, 50% of the very small school districts indicated that they were undecided about the need to do so. None of the responding school districts noted strong disagreement with this specific objective's inclusion into such a program. Table 31 presents the responses in detail.

E. Identify and/or develop a system of record keeping of class and individual student progress. Table 32 shows that the 51 school districts

Table 30

Distribution of Responses from Florida School Districts Relative to Component III, Specific Objective C: Demonstrate Techniques for Modifying Materials to Assist Students in Mastering an Objective

Size of School Districts											
		Large		Medium		Small		Very Small		Total	
		N	%	N	%	N	%	N	%	N	%
Response a: Presently being implemented as inservice.											
Yes		4	31	1	7	2	17	2	17	9	17
No		9	69	13	93	10	83	10	83	42	83
Total		13	100	14	100	12	100	12	100	51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.											
5		4	31	6	43	3	25	3	25	16	31
4		3	23	4	29	5	42	3	25	15	30
3		2	15	3	21	4	33	4	33	13	25
2		4	31	1	7	0	0	2	17	7	14
1		0	0	0	0	0	0	0	0	0	0
Total		13	100	14	100	12	100	12	100	51	100
5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree											

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 31

Distribution of Responses from Florida School Districts Relative to Component III, Specific Objective D: Identify Alternative Activities to Achieve an Instructional Objective

	Size of School Districts												Total		
	Large			Medium			Small			Very Small					
	N	%		N	%		N	%		N	%		N	%	
Response a: Presently being implemented as inservice.															
Yes	4	31		1	7		2	17		2	17		9	17	
No	9	69		13	93		10	83		10	83		42	83	
Total	13	100		14	100		12	100		12	100		51	100	
Response b: This objective is essential to a high quality inservice training program for substitute teachers.															
5	3	23		6	43		2	17		3	25		14	27	
4	3	23		4	29		7	58		2	17		16	31	
3	4	31		3	21		2	17		6	50		15	29	
2	3	23		1	7		1	8		1	8		6	13	
1	0	0		0	0		0	0		0	0		0	0	
Total	13	100		14	100		12	100		12	100		51	100	

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

Table 32

Distribution of Responses from Florida School Districts Relative to Component III, Specific Objective E: Identify and/or Develop a System of Record Keeping of Class and Individual Student Progress

	Size of School Districts												Total	
	Large			Medium			Small			Very Small				
	N	%		N	%		N	%		N	%			
Response a: Presently being implemented as inservice.														
Yes	3	23		2	14		1	8		3	25		9	17
No	10	77		12	86		11	92		9	75		42	83
Total	13	100		14	100		12	100		12	100		51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.														
5	1	8		5	39		3	25		4	33		13	27
4	2	17		4	31		3	25		1	8		10	20
3	7	58		3	23		5	42		2	17		17	35
2	2	17		1	8		1	8		4	33		8	16
1	0	0		0	0		0	0		1	8		1	2
Total	12	100		13	101		12	100		12	99		49	100
5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree														

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

that responded to this specific item continue to report the same total percentages for response "a" as in specific objectives B, C, and D of this third component. There also continues to be minor variations in the responses of the individual districts when analyzed by district size. Significantly, the large school districts replied that 25% were either in agreement or strong agreement that this specific objective should be included in a high quality inservice training program for substitute teachers, while nearly three times that percentage, 70%, of medium-sized school districts so indicated. One very small school district expressed strong disagreement with this specific objective.

F. Demonstrate the ability to comprehend and work with fundamental language arts, mathematical, science, and social studies concepts. A larger percentage of the school districts considered this dimension of the third training component to be a strongly agreeable or agreeable item. Eighty-two percent of all school districts responding to this item so indicated. However, 75% reported that their school district was not presently implementing this aspect of the third training component as inservice. Although no district expressed strong disagreement with this item, Table 33 shows that one very small school district did disagree, while 16% of all school districts responding to this item were undecided as to including it in their school district's program.

Summary of Responses to the specific objectives of Inservice Training Component III. This third training component elicited responses of the school districts relative to that district's curricula. The respondents to this component provided a balanced response to all six specific objectives in that 28%, 30%, and 29% of the school districts who responded to this component strongly agreed, agreed or were undecided, respectively, about

Table 33

Distribution of Responses from Florida School Districts Relative to Component III, Specific Objective F: Demonstrate the Ability to Comprehend and Work With Fundamental Language Arts, Mathematical, Science, and Social Studies Concepts

Size of School Districts													
		Large		Medium		Small		Very Small				Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Response a: Presently being implemented as inservice.													
Yes		5	39	1	7	2	17	5	42			13	25
No		8	61	13	93	10	83	7	58			38	75
Total		13	100	14	100	12	100	12	100			51	100
Response b: This objective is essential to a high quality inservice training program for substitute teachers.													
5		6	46	7	50	5	42	5	42			33	45
4		5	39	6	43	4	33	4	33			19	37
3		2	15	1	7	3	25	2	17			8	16
2		0	0	0	0	0	0	1	8			1	2
1		0	0	0	0	0	0	0	0			0	0
Total		13	100	14	100	12	100	12	100			51	100

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree

the inclusion of the six specific objectives of this component, and as to their being essential to a high quality inservice training program for substitute teachers in their school district.

Consistent responses to all six specific objectives by the responding districts reported that these items were being implemented in 29% of those school districts' inservice programs, while 82% indicated that they were not doing so. A meaningful difference between the medium and small districts, when compared to the large and very small districts, existed in the strongly agreeable and agreeable composite responses of all school districts. Specifically, 70% of the medium districts, and 65% of the small districts, an average of 67.5%, so responded, while the large and very small districts reported 52% and 48% respectively, for an average of 50% so responding.

Preferred Administrative Application

This fourth area of the survey questionnaire was included to determine the preferred application of the substitute teacher inservice training program as perceived by those administrators directly responsible for the substitute teacher program. Four administrative issues were presented to the districts for selection and optional issues and comments were solicited from the respondents. School districts were instructed to check as many of the items as they deemed appropriate. All responses to the first four items in this area of the survey questionnaire are presented in Table 34. The responses to items E and F are listed by school district size following Table 34.

A. Successful completion of the inservice training components would be required of substitute teachers new to the district. Table 34, line A, shows that 64% of the large school districts, 79% of the medium school

Table 34

Summary of Reported Preferred Administrative Application

Size of School Districts										
Item	Large N=15		Medium N=14		Small N=13		Very Small N=15		Total N=57	
	N	%	N	%	N	%	N	%	N	%
A	9	64	11	79	9	69	9	64	38	69
B	7	50	9	64	10	77	8	57	34	62
C	4	29	6	43	6	46	4	29	20	31
D	5	36	5	36	4	31	5	36	19	29

districts, 69% of the small school districts, and 64% of the very small school districts indicated that their school district would prefer to have their substitute teachers who are new to the district successfully complete an inservice training program. This reflects a 69% composite rating by all school districts reporting on this item. Thirty-eight school districts selected this item.

B. Substitute teachers currently eligible for employment in the school district must complete the inservice training program within a specified period of time. Line B of Table 34 displays the responses of the 34 school districts indicating preference for this item. The responses by district size were: large districts, 50%; medium districts, 64%; small districts, 77%; and very small districts, 57%. A composite percent of responses for all school districts selecting this item is 62%, a total of 34 school districts.

C. Successful completion of the inservice training components would render the substitute teachers eligible for an increased daily rate of pay. Of the 55 school districts responding to the survey questionnaire, 20 indicated preference for this item as a preferred administrative application of the inservice training program for substitute teachers. This represents a composite response of 36%, as shown in Table 34. Of the large, medium, small, and very small districts, there was a 29%, 43%, 46%, and 29% selection response to this item, respectively.

D. Successful completion of the inservice training components would render the substitute teachers eligible for a preferred assignment. Nineteen school districts of the 59 total school districts responding to this survey questionnaire noted their preference for this item as a

preferred administrative application of the inservice training program for substitute teachers in their district. Thirty-six percent of each of the large districts, medium districts, and very small districts so responded. Thirty-one percent of the small districts also selected this item. A composite response of 35% for this item is reflected in Table 34.

E. and F. Other: Please specify. The following responses were provided by the responding school districts relative to these open-ended preferred administrative issues:

"The program would be only for non-experienced applicants. Experienced teachers who have chosen substitute work [would be] exempt." (The foregoing was a large district's response.)

"Evaluation of substitutes would be included in the program." (This was also a large district's response.)

"Why not make these [training components] a requirement for certification as a substitute?" (A small district offered this comment.)

"There should be a difference between short-term substitutes and long-term substitutes as far as requiring extensive inservice training." (This was written by a medium-sized school district.)

No other preferred administrative issues were specified by the responding school districts.

Summary

Chapter IV has presented in narrative and tabular form the results of the mailed validation instrument. This procedure addressed the sixth specific aspect of this study, "assess the need for and relative adequacy of the program objectives developed, relative to size of school district enrollments."

The results of the validation of the program objectives of the guidelines for an inservice training program for substitute teachers in the state of Florida yielded the following data:

Training Component I

It was strongly agreed that specific objectives A, "identify your school district's goals and objectives"; B, "acquire knowledge of the substitute teacher recruitment process as a means for employment and subsequent promotion to a full time teaching position"; C, "become aware of the method of assignment of substitute teachers to a daily position"; and D, "acquire knowledge of alternatives to the use of a substitute teacher when the regular teacher is unavailable" were essential to a high quality inservice training program for substitute teachers by 50% or more of the large, medium, and small districts.

Fifty percent or more of the large school districts indicated that they were implementing specific objective C as inservice. No other size districts reported implementation of any of the other specific objectives of the first training component by 50% or more of their responses.

Training Component II

A preponderance of the school districts of all size categories strongly agreed the following specific objectives were essential to a high quality inservice training program for substitute teachers:

A. Demonstrate the ability to orally communicate information to students in a coherent and logical manner;

B. Demonstrate the ability to write in a logical, easily understood style, utilizing appropriate grammar and sentence structure;

C. Demonstrate the ability to comprehend and interpret a message after listening;

D. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional materials, including the regular teacher's lesson plans and instructions;

E. Demonstrate the ability to motivate students by utilization of verbal and/or visual motivational devices;

F. Present directions for implementation of an instructional activity;

G. Establish a set of classroom routines and procedures for the utilization and care of materials;

H. Formulate standards for student behavior in the classroom, identify causes of classroom misbehavior, and employ a technique or techniques for correction of any such behavior; and

I. Identify behaviors which reflect an acknowledgment of the worth and dignity of varied cultural, linguistic, ethnic, and economic groups. (See Component II, Survey Questionnaire, Appendix F.

The medium sized school districts strongly agreed that specific objectives J, "demonstrate instructional and social skills which assist students in the development of a positive self-concept and in interacting constructively with their peers", and L, "identify the varied instructional needs of exceptional students, including those mainstreamed into the regular classrooms", were essential dimensions to such a program.

The small sized school districts also strongly agreed that specific objective J, as defined above, was essential.

Fifty percent or more of all school districts of all size categories agreed or strongly agreed that all specific objectives in this second training component were essential to such a program.

Fifty percent of the very small school districts indicated that they were implementing specific objective A as inservice. No other size districts reported implementation of any other specific objective in the second training component by 50% or more.

Training Component III

It was strongly agreed or agreed by 50% or more of all school district size categories that specific objectives B, "develop individual learning activities for students"; C, "demonstrate techniques for modifying materials to assist students in mastering an objective"; and F, "demonstrate the ability to comprehend and work with fundamental language arts, mathematical, science, and social studies concepts", were essential to a high quality inservice training program for substitute teachers.

The medium sized school districts agreed or strongly agreed by 50% or more respondents that specific objectives D, "identify alternative activities to achieve an instructional objective", and E, "identify and/or develop a system of record keeping of class and individual student progress", should also be considered as essential to such a program.

Fifty percent or more of the small sized school districts agreed or strongly agreed that specific objectives A, "identify district long-range goals in specific subject areas", and D and E, as identified above, should also be included.

None of the four school district size categories reported implementation of any of the specific objectives in the third training component by 50% or more of the responding school districts in that category.

Preferred Administrative Issues

Fifty percent or more of all school district size categories responding to this study indicated that their school district preferred items A, "successful completion of the inservice training components would be required of substitute teachers new to the district", and B, "substitute teachers currently eligible for employment in the school district must complete the inservice training program within a specified period of time".

Chapter IV has presented the results of the validation of the specific program objectives of the inservice training program for substitute teachers as developed by this researcher and evaluated by the school district administrators responding to the survey questionnaire of this study. Chapter V contains a summary, conclusions, and suggestions for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Concluding this study, Chapter V summarizes the findings, draws conclusions derived from these findings, and offers recommendations for further research and study.

Summary

The problem of this study was to develop guidelines and validate specific objectives for inservice training programs for substitute teachers in the state of Florida. These guidelines would then become available, with the validated specific objectives, for utilization by the school districts. To achieve this purpose, the problem was divided into six specific aspects for study. The six specific aspects of the study were to (1) review professional literature and reported studies on policies and practices of substitute teacher employment; (2) review professional literature and reported studies on inservice training of substitute teachers; (3) review school districts' policies and practices of substitute teacher employment in the state of Florida; (4) develop guidelines for inservice training programs for substitute teachers, based on a review of professional literature and reported studies and on Florida school districts' policies and practices; (5) develop, from the literature reviewed, suggestions for the administration of inservice training programs for substitute teachers; and (6) assess the need for and relative adequacy of the program objectives developed, relative to size of school district

enrollment. These study objectives, along with procedures utilized in their achievement, were outlined in Chapter I.

Analysis of the data in the literature was reported in Chapter II and provided information which led to the development of the proposed guidelines, the fourth specific aspect of the study. The analysis of research in literature reviewed was delimited to available information on policies and practices of substitute teachers nationally, on inservice training of substitute teachers nationally, and on policies and practices of substitute teacher employment in the state of Florida. The substantive theory approach (Glaser & Strauss, 1965) was employed as the method of qualitative analysis in order to develop the guidelines for inservice training programs for substitute teachers. The guidelines so developed, detailed in Chapter III, consisted of three components for inservice training. Each component contained a title, a suggested time frame for implementation, a brief description of the component, a general objective, specific objectives for the inservice training, activities relating to the objectives, and an evaluation of the component. The three components of the inservice training program were as follows:

1. Component I was designed to provide prospective substitute teachers information to enable them to identify school district policies, practices, and procedures implemented in the administration of each district's substitute teacher program and contained four specific objectives.
2. Component II was designed to enable substitute teachers to obtain or reinforce specific techniques and competencies for effective teaching and contained 12 specific objectives.

3. Component III was designed to provide substitute teachers with an overview of the curricula approved by the districts and contained six specific objectives.

The 22 specific objectives of the three components in the proposed guidelines were then summarized in a survey questionnaire. The survey questionnaire also contained a fourth area, comprising four suggestions for preferred administrative applications of the training, the fifth specific aspect of the study. The instrument was then field-tested and printed for distribution to the study participants. The validation of the specific objectives within the training components, relative to the school districts' student enrollments, was derived from responses to this questionnaire, which was mailed to administrators responsible for the substitute teacher program or inservice training programs in the 67 school districts in the state of Florida. The respondents were requested to rate, on a Likert scale, the specific objectives relative to their being essential to a high quality inservice training program for substitute teachers. Respondents were also asked to indicate if the specific objectives were being currently implemented in their respective districts in an inservice training program for substitute teachers. Fifty-nine of the 67 school districts responded to the survey, for a return rate of 88% of the respondents. Responses to the survey were summarized and reported in Chapter IV, satisfying the sixth and last specific aspect of the study. For purposes of comparison, the districts were divided into four categories by size of student population, and the validation results were reported in tables organized by this variable. A narrative summary of the validation results was also provided in the same Chapter, and included the following information:

1. There existed numerous differences in the implementation of inservice training programs when analyzed by size of school district student enrollments.

2. The component most agreeable to all size-grouped districts was Component II, reinforcement of teaching skills.

3. The component least agreeable to all size-grouped districts was Component III, overview of district approved curricula.

4. The administrative application most preferred was that successful completion of the inservice training components would be required of substitute teachers new to the district.

Conclusions

An analysis of the professional literature and reported studies on policies and practices of, and inservice training programs for, substitute teachers nationally and within the state of Florida leads to the conclusion that teacher absenteeism is increasing. In order to assist those administrators whose main responsibility is the continuity of quality instruction in the absence of the regularly scheduled teacher, a better prepared substitute teacher is required. One method often suggested for the improvement of substitute teacher preparedness and performance is the provision by the districts of inservice training programs. Directly resulting from this national and state-wide need, guidelines for an inservice training program were developed by this researcher to address the lack of substitute teacher preparedness in three important areas. These areas were found to be (1) knowledge of the school districts' policies, practices, and procedures implemented in the administration of substitute teacher programs; (2) reinforcement of teaching skills; and (3) overview of district approved curricula.

The three components of the inservice training program for substitute teachers developed by this researcher, containing the three areas of reported need as defined above, were evaluated by administrators in school districts throughout the state of Florida. The results of this evaluation gleaned in the validation portion of this study were analyzed relative to the professional literature and research, and it was concluded that, in the state of Florida

1. A preponderance of the school districts of all size categories either agreed or strongly agreed that 20 of the 22 specific objectives contained within the three training components were essential to a high quality inservice training program for substitute teachers, indicating the relevancy of these specific objectives to the perceived needs.

2. Only two of the specific objectives contained in all three training components are presently being implemented by more than 35% of all school districts, when all size categories were tabulated, pointing to a current need for the implementation of an inservice training program for substitute teachers.

3. There exists a meaningful difference in responses by district size relative to implementation of the specific objectives. The large districts presently implement more of the specific objectives in their inservice training programs than the small school districts.

4. Sixty-nine percent of the school districts responding to the preferred administrative application section of the survey questionnaire reported preference for suggested application A: "successful completion of the inservice training components would be required of substitute teachers new to their district." Further, 62% of the districts cited preference for suggested application B: "substitute teachers currently eligible for

employment in the school district must complete the inservice training program within a specified period of time." However, only 36% cited preference for suggested application C: "successful completion of the inservice training components would render the substitute teachers eligible for an increased daily rate of pay." Therefore, it is concluded that the responding school districts strongly preferred enforcement of substitute teacher participation in inservice training programs, and that there existed less preference for rewarding such participation.

Recommendations for Further Study

The data provided by school administrators in Florida indicate a strong interest in inservice training programs for substitute teachers. However, such inservice training programs are not presently being implemented by the majority of school districts in the state. Based upon the findings of this research, and the paucity of data available, the following recommendations are made:

1. Additional information should be gathered to study the impact of inservice education for substitute teachers on continuity of instruction.
2. Continued empirical data should be gathered which could better prepare substitute teachers to continue to aid the process of their professional growth.
3. Research should be conducted to determine if there exist professionally acceptable alternatives to the use of substitute teachers in the classroom.
4. The state of Florida should continue studies on minimum standards for substitute teacher certification.
5. A follow-up to the ERS (1977) national study should be conducted to provide updated information regarding such dimensions of a substitute

teacher program as cost, effectiveness, recruitment and selection, organization, and current trends.

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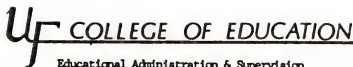
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APPENDIX A
ENDORSEMENT LETTER BY GRADUATE COORDINATOR



University of Florida
Gainesville, Fla. 32611

Dear

Please accept this letter as a personal request to participate in a study being conducted by John J. Goonen, Jr. Mr. Goonen is gathering data for a study titled "Development and Validation of Guidelines for an Inservice Training Program for Substitute Teachers in the State of Florida." Your assistance in the validation aspects of the study is crucial.

Mr. Goonen is a doctoral candidate in Educational Administration & Supervision. He will be corresponding with you regarding specific needs for your help in this study. Your courtesies and contributions to this study are appreciated.

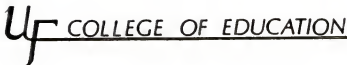
Sincerely,

A handwritten signature in cursive script that reads 'James A. Hale'. Below the signature, the name and title are printed in a serif font.

James A. Hale
Professor and Graduate
Coordinator

JAH/ab

APPENDIX B
FIRST INTRODUCTORY LETTER BY RESEARCHER



University of Florida
Gainesville, Fla. 32611

June 30, 1984

Dear

I am conducting a study of the development and validation of guidelines for an inservice training program for substitute teachers in the state of Florida. Your assistance is an integral part of this study. Specifically, your professional assessment of proposed training guidelines already developed will serve to evaluate the training components.

The purpose of this study is to develop guidelines for an inservice training program which could be incorporated into your district's future plans for substitute teachers.

The enclosed validation instrument contains the primary objectives of the three inservice training program components. Your responses will be analyzed and recorded with those of other districts of comparable size.

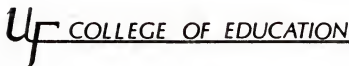
Your assistance in this endeavor is greatly appreciated.

Sincerely,

John J. Goonen, Jr.

Enc.

APPENDIX C
SECOND INTRODUCTORY LETTER BY RESEARCHER



University of Florida
Gainesville, Fla. 32611

August 10, 1984

Dear

I am conducting a study of the development and validation of guidelines for an inservice training program for substitute teachers in the state of Florida. Your assistance is an integral part of this study. Specifically, your professional assessment of proposed training guidelines already developed will serve to evaluate the training components.

The purpose of this study is to develop guidelines for an inservice training program which could be incorporated into your district's future plans for substitute teachers should you wish to do so.

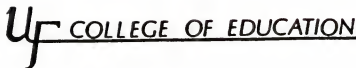
The enclosed validation instrument contains the primary objectives of three inservice training program components. Your responses will be analyzed and recorded with those of other districts of comparable size. The majority of Florida's 67 school districts have already responded. Your district's response has not been received and is vital for completion of this study. Therefore, this duplicate survey is being sent to you and your kind cooperation to insure its prompt return will be greatly appreciated.

Cordially,

John J. Goonen, Jr.

Enc.

APPENDIX D
THIRD INTRODUCTORY LETTER BY RESEARCHER



University of Florida
Gainesville, Fla. 32611

August 27, 1984

Dear

There have been several developments within our state which warrant the conceptualization of an optional inservice program designed specifically for substitute teachers. The task of deciding what would be included in such a program is very important and should not be accomplished arbitrarily by one or more administrators or researchers. That is why I am asking for feedback from all of Florida's 67 school districts. Your input is needed whether or not you are now implementing, or ever plan to implement, an inservice program for substitute teachers. Your responses will be compiled with those of other districts of comparable size which have already responded. This information will determine the need for, and possible content of, such a program for a district of approximately your same student population, should that need ever arise.

Therefore, I am enclosing another survey instrument and a stamped return envelope. It is crucial that you respond so that your district may be included in the study and may derive benefits from the findings.

Thank you again for your kind attention.

Sincerely,

John J. Goonen, Jr.

Enc.

APPENDIX E
LISTING OF TOTAL POPULATION BY SIZE, NOTING NON-RESPONDENTS

<u>School Districts/Counties, State of Florida</u>	<u>Relative Size of Student Population /a</u>
Alachua	Medium
Baker	Very small
* Bay	Medium
Bradford	Small
Brevard	Large
Broward	Large
Calhoun	Very small
Charlotte	Small
Citrus	Medium
Clay	Medium
Collier	Medium
Columbia	Small
Dade	Large
DeSoto	Small
* Dixie	Very small
Duval	Large
Escambia	Large
Flagler	Very small
Franklin	Very small
Gadsden	Medium
Gilchrist	Very small
Glades	Very small
Gulf	Very small
Hamilton	Very small
Hardee	Small
* Hendry	Small
Hernando	Small
Highlands	Small
Hillsborough	Large
Holmes	Very small
Indian River	Medium
Jackson	Small
Jefferson	Very small
Lafayette	Very small
Lake	Medium
Lee	Large
* Leon	Large
Levy	Small
Liberty	Very small
Madison	Very small
Manatee	Medium
Marion	Medium
* Martin	Medium
* Monroe	Small

/a See definition of size categories on page 13

* Denotes non-respondents to the survey questionnaire in this study

School Districts/Counties,
State of Florida

Relative Size of
Student Population

Nassau	Small
* Okaloosa	Medium
Okeechobee	Small
Orange	Large
Osceola	Medium
Palm Beach	Large
Pasco	Large
Pinellas	Large
Polk	Large
Putnam	Medium
St. Johns	Medium
St. Lucie	Medium
Santa Rosa	Medium
Sarasota	Large
Seminole	Large
Sumter	Small
Suwannee	Small
Taylor	Very small
Union	Very small
Volusia	Large
Wakulla	Very small
Walton	Small
* Washington	Very small

/a See definition of size categories on page 13

* Denotes non-respondents to the survey questionnaire in this study.

APPENDIX F
SURVEY INSTRUMENT

**DEVELOPMENT AND VALIDATION OF GUIDELINES
FOR AN INSERVICE TRAINING PROGRAM
FOR SUBSTITUTE TEACHERS IN THE STATE OF FLORIDA**

SCHOOL DISTRICT _____

NAME OF PERSON RESPONDING _____

TITLE OF PERSON RESPONDING _____

OFFICE TELEPHONE NUMBER OF YOUR DISTRICT'S SUBSTITUTE TEACHER
PROGRAM ADMINISTRATOR _____

The following questionnaire has been formulated as a method of validating the components and specific objectives of an inservice training program for substitute teachers in the state of Florida, developed as part of the present study. Please respond to all items and return the questionnaire in the enclosed stamped envelope by JULY 22, 1984.

The name of your school district is requested above only for comparison of responses according to categories of school district size. No individual school district responses will be noted in the results of this study.

DIRECTIONS:

For each objective, two answers are requested. The first column asks you to circle either YES or NO to whether you are presently implementing that specific objective in an inservice training program for substitute teachers. The second column asks you to respond to the same objective by rating the objective according to the statement provided ("This objective is essential to a high quality inservice training program for substitute teachers"). You are asked to indicate your district's perceived need for this objective by circling the appropriate number, 5 being the most needed (strongly agree that the objective is essential), and 1 being the least needed (strongly disagree that the objective is essential).

Please check below if you would wish to receive a copy of the results of the validation portion of the study. Thank you.

John Goonen

☐ Yes, please send me the results.

SPECIFIC OBJECTIVE	PRESENTLY BEING IMPLEMENTED AS INSERVICE		THIS OBJECTIVE IS ESSENTIAL TO A HIGH QUALITY INSERVICE TRAINING PROGRAM FOR SUBSTITUTE TEACHERS				
			STRONGLY AGREE (MOST NEEDED)		STRONGLY DISAGREE (LEAST NEEDED)		
			← CIRCLE ONLY ONE →				
B. Develop individual learning activities for students.	YES	NO	5	4	3	2	1
C. Demonstrate techniques for modifying materials to assist students in mastering an objective.	YES	NO	5	4	3	2	1
D. Identify alternative activities to achieve an instructional objective.	YES	NO	5	4	3	2	1
E. Identify and/or develop a system of record keeping of class and individual student progress.	YES	NO	5	4	3	2	1
F. Demonstrate the ability to comprehend and work with fundamental language arts, mathematical, science, and social studies concepts.	YES	NO	5	4	3	2	1

IV. Preferred Administrative Issues.

If my district were to implement an inservice training program for substitute teachers based upon the foregoing objectives, the following applications of the program would be preferred:

(Check as many items as desired)

- ☐ A. Successful completion of the inservice training components would be required of substitute teachers new to the district.
- ☐ B. Substitute teachers currently eligible for employment in the school district must complete the inservice training program within a specified period of time.
- ☐ C. Successful completion of the inservice training components would render the substitute teachers eligible for an increased daily rate of pay.
- ☐ D. Successful completion of the inservice training components would render the substitute teachers eligible for a preferred assignment.
- ☐ E. Other: (1) Please specify _____
- ☐ F. Other: (2) Please specify _____

SPECIFIC OBJECTIVE	PRESENTLY BEING IMPLEMENTED AS INSERVICE		THIS OBJECTIVE IS ESSENTIAL TO A HIGH QUALITY INSERVICE TRAINING PROGRAM FOR SUBSTITUTE TEACHERS				
			STRONGLY AGREE (MOST NEEDED)		STRONGLY DISAGREE (LEAST NEEDED)		
			← CIRCLE ONLY ONE →				
D. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional materials, including the regular teacher's lesson plans and instructions.	YES	NO	5	4	3	2	1
E. Demonstrate the ability to motivate students by utilization of verbal and/or visual motivational devices.	YES	NO	5	4	3	2	1
F. Present directions for implementation of an instructional activity.	YES	NO	5	4	3	2	1
G. Establish a set of classroom routines and procedures for the utilization and care of materials.	YES	NO	5	4	3	2	1
H. Formulate standards for student behavior in the classroom, identify causes of classroom misbehavior, and employ a technique or techniques for correction of any such behavior.	YES	NO	5	4	3	2	1
I. Identify behaviors which reflect an acknowledgment of the worth and dignity of varied cultural, linguistic, ethnic, and economic groups.	YES	NO	5	4	3	2	1
J. Demonstrate instructional and social skills which assist students in the development of a positive self-concept and in interacting constructively with their peers.	YES	NO	5	4	3	2	1
K. Demonstrate teaching skills which assist students in developing and clarifying their values, attitudes, and beliefs.	YES	NO	5	4	3	2	1
L. Identify the varied instructional needs of exceptional students, including those mainstreamed into the regular classrooms.	YES	NO	5	4	3	2	1
<hr/>							
III. This third training component is designed to provide substitute teachers with a general overview of the curricula approved by your school district. It is further designed to assist substitute teachers to identify instructional goals and related learning activities for selected subject areas. Given involvement in the third training component, how would your school district rate the need for substitute teachers to attain these specific objectives in the inservice program?:							
A. Identify district long-range goals in specific subject areas.	YES	NO	5	4	3	2	1

SPECIFIC OBJECTIVE	PRESENTLY BEING IMPLEMENTED AS INSERVICE	THIS OBJECTIVE IS ESSENTIAL TO A HIGH QUALITY INSERVICE TRAINING PROGRAM FOR SUBSTITUTE TEACHERS				
		STRONGLY AGREE (MOST NEEDED)	STRONGLY DISAGREE (LEAST NEEDED)	← CIRCLE ONLY ONE →		
I. The first training component is designed to provide prospective substitute teachers information to identify school district policies, practices, and procedures implemented in the administration of your district's substitute teacher program.						
Given involvement in the first training component, how would your district rate the need for substitute teachers to attain these specific objectives in the inservice program?:						
A. Identify your school district's goals and objectives.	YES NO	5	4	3	2	1
B. Acquire knowledge of the substitute teacher recruitment process as a means for employment and subsequent promotion to a full time teaching position.	YES NO	5	4	3	2	1
C. Become aware of the method of assignment of substitute teachers to a daily position.	YES NO	5	4	3	2	1
D. Acquire knowledge of alternatives to the use of a substitute teacher when the regular teacher is unavailable.	YES NO	5	4	3	2	1
II. The second training component is designed to enable substitute teachers to obtain or reinforce specific techniques and competencies for effective substitute teaching. Specific enablers are selected generic domains of effective teaching as established by the state of Florida.						
Given involvement in the second training component, how would your school district rate the need for substitute teachers to attain these specific objectives in the inservice program?:						
A. Demonstrate the ability to orally communicate information to students in a coherent and logical manner.	YES NO	5	4	3	2	1
B. Demonstrate the ability to write in a logical, easily understood style, utilizing appropriate grammar and sentence structure.	YES NO	5	4	3	2	1
C. Demonstrate the ability to comprehend and interpret a message after listening.	YES NO	5	4	3	2	1

BIOGRAPHICAL SKETCH


John Joseph Goonen, Jr. was born June 2, 1945, in Lafayette, Indiana. In 1963, he graduated from Bishop Moore High School in Winter Park, Florida. From 1963 to 1965 he attended St. John's Seminary in Little Rock, Arkansas. He graduated from the University of Miami in Coral Gables, Florida, in 1969, where he received the degree Bachelor of Education. That same year he accepted a teaching position with the Orange County Public Schools in Orlando, Florida.

From June 1969 to June 1971, he was enrolled in the Graduate School of Education, Rollins College, in Winter Park, Florida, where he received the degree Master of Education in educational administration and supervision (K-12).


In October, 1982, he accepted the position of Personnel Manager for Dade County Public Schools, where he presently serves.

John J. Goonen, Jr. is the son of Dr. John J. and Mabel L. Goonen of Orlando, Florida, and is married to the former Norma Martin, who is a graduate of the University of Florida doctoral program in educational administration and supervision. They have three children, Sylvia, 19, John III, 12, and Denis Roger, 7.

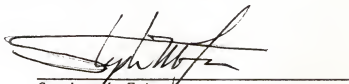
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


James A. Hale, Chairman
Professor of Educational Administration
and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


James W. Longstreet
Associate Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Stephen M. Fain
Professor of Instructional Leadership
and Support

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

December, 1984


Dean, College of Education

Dean for Graduate Studies and Research